

Business Education **Forum**

FEBRUARY, 1956

VOL. X, NO. 5

In This Issue

- NEWS OF UBEA AND THE AFFILIATED ASSOCIATIONS
 - GENERAL CLERICAL
- SHORTHAND • TEACHING AIDS
- TYPEWRITING • BASIC BUSINESS
- BOOKKEEPING • DISTRIBUTIVE OCCUPATIONS
- OFFICE STANDARDS
- THE FUTURE BUSINESS LEADER



it adds up...

There's no simpler adding machine to operate than the Remington Rand All-Electric.

It has everything to make learning easier.

- 10 key keyboard for touch control
- Two color tape for proof of accuracy
- Electrified multiplication
- Direct subtraction



For complete information, write for Booklet AD567.

Remington Rand
DIVISION OF SPERRY RAND CORPORATION

Business Education Forum

EDITORIAL STAFF

Shorthand D. L. CARMICHAEL, J. ROBERT BRIGGS
 Typewriting JOHN ROWE, LAWRENCE ERICKSON
 Bookkeeping HARRY HUFFMAN, WILLIAM SELDEN
 Teaching Aids LEWIS TOLL, ROBERT THOMPSON
 Clerical MARY CONNELLY, REGIS HORACE
 Basic Business GLADYS BAHR, MEARL R. GUTHRIE
 Distributive PETER G. HAINES, WARREN G. MEYER
 Office Standards FRED C. ARCHER, VERN A. FRISCH

PUBLICATIONS COMMITTEE: Theodore Woodward
 (chairman), George Peabody College for Teachers,
 Nashville, Tennessee; Dorothy Veon, The Pennsylvania
 State University, University Park; and Ray G. Price,
 University of Minnesota, Minneapolis.

Executive Editor
 HOLLIS GUY

Production Manager KATHARINE CHRISTIE
 Editorial Assistant GENE GRAVES
 Circulation FLORENCE THOMPSON

EDITORIAL AND EXECUTIVE OFFICES
 NEA Educational Center, 1201 16th St., N.W.,
 Washington 6, D. C.

UBEA EXECUTIVE BOARD

President E. C. MCGILL
 Emporia, Kansas
 Vice President THEODORE YERIAN
 Corvallis, Oregon
 Executive Director HOLLIS GUY
 Washington, D. C.
 Treasurer DOROTHY TRAVIS
 Grand Forks, North Dakota
 Past President THEODORE WOODWARD
 Nashville, Tennessee
 NABTTI President LEWIS R. TOLL
 Normal, Illinois
 NABTTI Past-President HARRY HUFFMAN
 Blacksburg, Virginia
 Research President FRED C. ARCHER
 St. Cloud, Minnesota
 Administrators President PARKER LILES
 Atlanta, Georgia
 ISBE President DOROTHY VEON
 University Park, Pennsylvania
 SBEA President GLADYS E. JOHNSON
 Little Rock, Arkansas
 WBEA President VERNER L. DOTSON
 Seattle, Washington
 MPBEA President CLYDE I. BLANCHARD
 Tulsa, Oklahoma
 CRUBEA Chairman LLOYD V. DOUGLAS
 Cedar Falls, Iowa

Representatives of UBEA Regions

EASTERN

FRANCES DOUB NORTH, Baltimore, Maryland
 LEWIS D. BOYNTON, New Britain, Connecticut
 MILTON C. OLSON, Albany, New York

SOUTHERN

FRANK M. HERNDON, Columbus, Mississippi
 VERNON A. MUSSELMAN, Lexington, Kentucky
 J. FRANK DAME, Tallahassee, Florida

CENTRAL

FRED C. ARCHER, St. Cloud, Minnesota
 MEARL R. GUTHRIE, Bowling Green, Ohio
 LLOYD V. DOUGLAS, Cedar Falls, Iowa

MOUNTAIN-PLAINS

KENNETH J. HANSEN, Greeley, Colorado
 DOROTHY H. HAZEL, Brookings, South Dakota
 E. C. MCGILL, Emporia, Kansas

WESTERN

S. JOSEPH DeBRUM, San Francisco, California
 ALBERT C. FRIES, Los Angeles, California
 THEODORE YERIAN, Corvallis, Oregon

CONTENTS

FEBRUARY 1956

Volume X, No. 5

THE GENERAL CLERICAL FORUM

Featuring:

	Page
The Electronic Age in Business (Editorial)— <i>Regis A. Horace</i>	8
Today—Office Procedures Are Mechanized— <i>Stella Willins</i>	11
What Price Progress?— <i>Rose Morrison</i>	13
An Office Machines Course for the Small High School— <i>Robert E. Bowman</i>	15
Techniques for Implementing Instructional Units in Clerical Practice— <i>Mary Margaret Brady</i>	17

UNITED SERVICES FORUM

Shorthand: Enthusiasm Pays Dividends— <i>Mary Heyer</i>	21
Typewriting: Production Rates for Problem Typewriting— <i>George E. Martin</i>	22
Bookkeeping and Accounting: Guidance in Bookkeeping— <i>Julian A. Milkes</i>	24
Modern Teaching Aids: Peg-Board Presentations Add Flexibility to Visual Demonstrations— <i>Fred S. Cook</i>	25
Basic Business: My First Year of Teaching Basic Business— <i>L. C. Severson</i>	27
Distributive Occupations: Suggestions on the Organization of an Adult Distributive Education Program— <i>Roman F. Warmke</i>	28
Office Standards and Cooperation With Business: Business Research Shows How to Improve Instruction— <i>Robert G. Benson</i>	29

THE UBEA FORUM

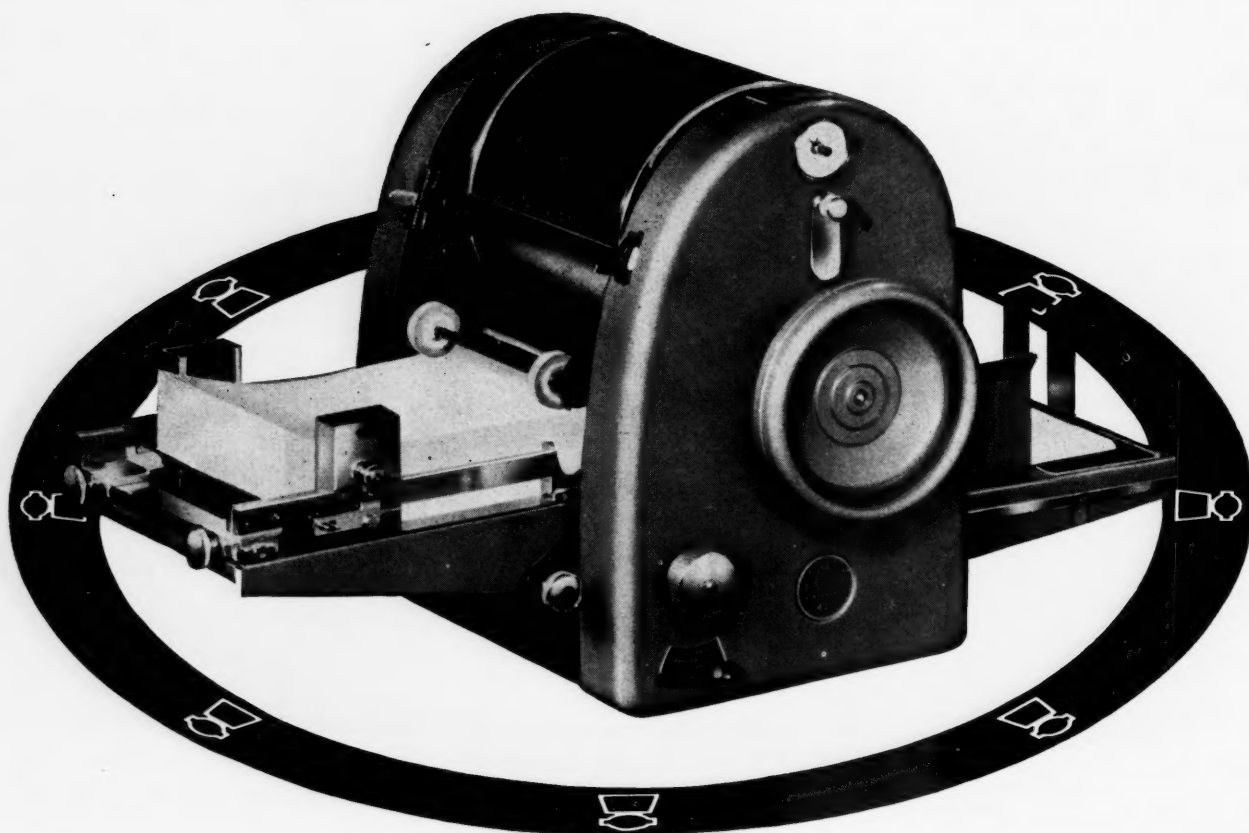
UBEA In Action.....	31
Affiliated, Cooperating, and UBEA Regional Associations.....	35
Western News Exchange.....	37
The Future Business Leader.....	41



The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892 and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946.

A Volume Index to the FORUM is published annually for member-subscribers. The contents are indexed in Business Education Index and in the Educational Index. The BUSINESS EDUCATION FORUM does not assume responsibility for the points of view or opinions of the contributors unless such statements have been established by a resolution of the Association.

BUSINESS EDUCATION FORUM is published monthly except June, July, August, and September by the United Business Education Association, a Department of the National Education Association of the United States (also publisher of THE NATIONAL BUSINESS EDUCATION QUARTERLY). Executive, editorial, and advertising headquarters, 1201 Sixteenth Street, N. W., Washington 6, D. C. Membership in the Association is \$5 a year, \$3.50 of which is for a year's subscription to the FORUM and 50 cents is for membership privileges in unified regional associations. Five dollars a year to institutions and non-members. Single copy \$1. Checks should be drawn payable to United Business Education Association and mailed to the UBEA Executive Director, Hollis Guy, 1201 Sixteenth Street, N.W., Washington 6, D. C. Four weeks' notice is required for a change of address. In ordering a change, please give both new and old address as printed on the wrapper. Entered as second-class matter March 27, 1947, at the post office at Washington, D. C., under the Act of March 3, 1879. Additional second-class entry at Baltimore, Maryland.



modern mimeographing now breaks the rules

- and lets you do many things previously considered impossible.
- lets you mimeograph on both sides of the paper without slip-sheeting.
- lets you mimeograph on a wide variety of paper and card stocks in a range of sizes.
- lets you mimeograph up to 180 copies per minute in 1 to 5 colors.
- lets you change from black to color ink (or from color to black ink) with no change of cylinder or rollers.

Shown above is the new A. B. Dick mimeograph, Model 437—a table top electric drive machine with a feed table that holds a full ream of paper. All operating instructions are permanently mounted on the machine. Developed especially for business and industry it becomes the ideal machine for classroom work in MODERN duplicating. All A. B. Dick mimeograph products are for use with all makes of suitable stencil duplicating products.



A · B · DICK

THE FIRST NAME IN DUPLICATING

For more information, simply mail the coupon. No obligation of course.

A. B. DICK and AZOGRAPH are registered trademarks of A. B. Dick Company

A. B. DICK COMPANY
5700 Touhy Avenue, Chicago 31, Illinois
Please send me information about the new
A. B. Dick mimeograph, Model 437.

BF-256

Name _____
Organization _____
Address _____
City _____ State _____



R.C. Allen

Visomatic

Makes teaching and learning easier!



VISIBLE, AUTOMATIC MARGINS — The easiest, fastest margin setting of all. Indicators show exact location on margin scale.

INTERCHANGEABLE PLATEN — Teach on the machine that gives you the "Quick-Switch" platen, that makes the Visomatic a specialized writing machine.

BALANCED LINE SPACING — Save miles of "reach" with one-space movement of the lever for single spacing; two-space movement

for double spacing; not . . . three-space movement for all spacings.

FINGERTIP KEYS SET TAB CONTROLS — Conveniently placed on facing panel; instant, precision set and clear; simplifies tabulation required in all types of professional work.

ADJUSTABLE SPACING — Simplifies right margin justification and "error correction."

ALL THE "PROFESSIONAL" FEATURES — assuring a thorough preparation for the business world.

... PRICED AT A LOW,
LOW SPECIAL
SCHOOL PRICE!

R.C. Allen Business Machines, Inc.

673 Front Ave., N.W., Grand Rapids, Michigan

R.C. Allen Business Machines, Inc.
673 Front Ave., N. W., Grand Rapids, Michigan

EDUCATIONAL DEPARTMENT

Without obligation, please send me more information about the R. C. Allen Visomatic Typewriter.

NAME _____

SCHOOL _____

ADDRESS _____

CITY _____ ZONE _____ STATE _____



Edna: But Cathie! Why are you going to Nome, Alaska?

Cathie: Teaching typing on those complicated electric typewriters is driving me nuts. It's murder!

Edna: You mean your classes don't have new Royal Electrics?

Cathie: Heavens no! So I'm off!

Edna: Don't go, Cathie! The new Royal Electrics are *different!* They're *easy* to learn on. Honest!

Royal Electrics have *five* very positive teaching advantages. To change over from standard to electric typing on *them* takes no more than a few hours of practice.

900 service centers assure you prompt and efficient help when you need it.

New Teaching Aids! For you: *Electric Typing for the Classroom Teacher*. For pupils: *The Key*

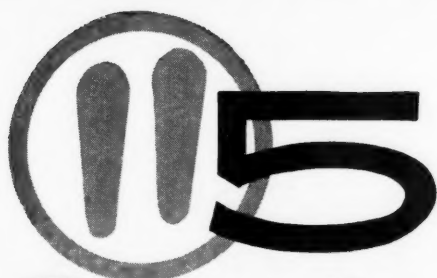
to Relaxed Typing. Both free. Write for them.

Stay away from Nome, Alaska, Cathie. Teaching on new Royal Electrics is much more fun. Put your bid in now.

ROYAL[®] *electric*

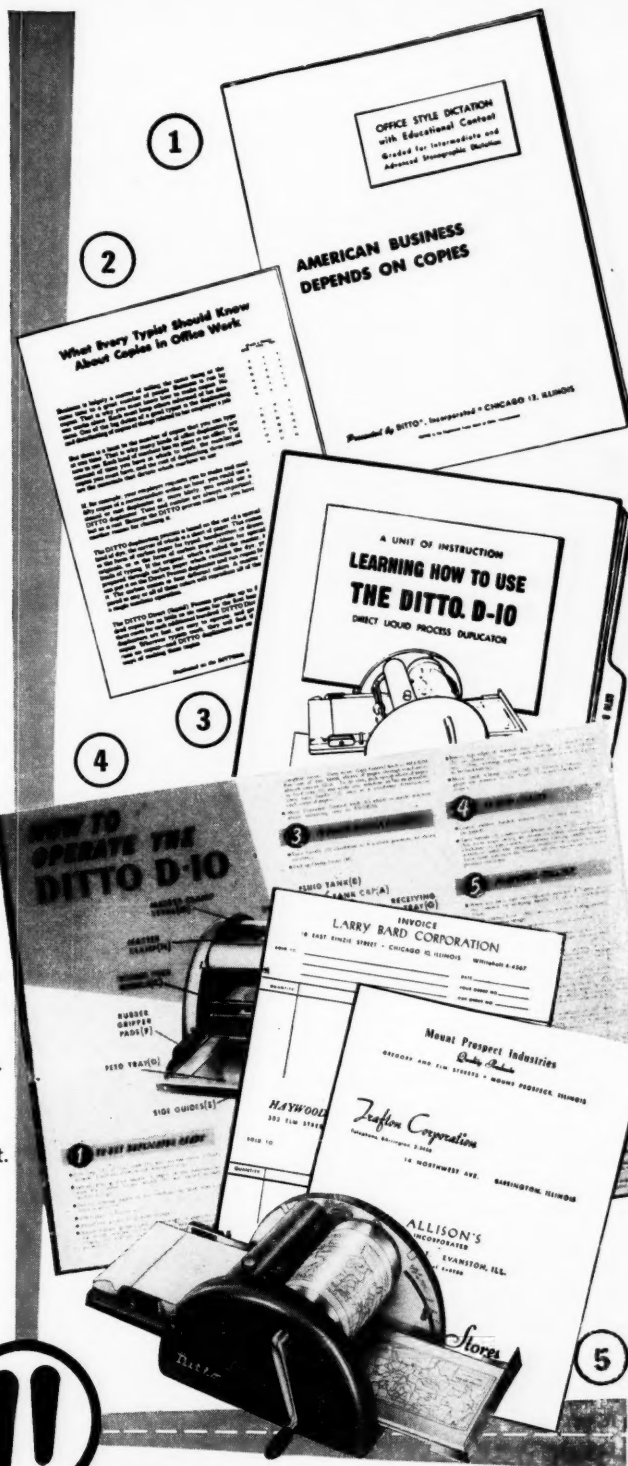
portable • standard • Roytype[®] business supplies

Royal Typewriter Company, Division of Royal McBee Corporation



Time saving...Money saving DITTO AIDS to better teaching **FREE**

- 1 "AMERICAN BUSINESS DEPENDS ON COPIES"... manual of office style dictation material, complete with the normal interruptions and distractions which go with everyday office operation. Contains checking and straight-timed dictation material.
- 2 "WHAT EVERY TYPIST SHOULD KNOW ABOUT COPIES IN OFFICE WORK"... a four-page piece which has a pre-counted one, five and ten minute typing speed and accuracy test on the front page, and rough typed material for putting into final form on the inside.
- 3 "LEARNING HOW TO OPERATE THE DITTO D-10"... a five-lesson, self-teaching manual, designed so that even below average students can readily learn the operation of the D-10 machine in relation to today's Business needs.
- 4 "HOW TO OPERATE THE DITTO D-10"... a beautifully illustrated, step-by-step instruction wall chart. Enables any student to produce good copies on first trial.
- 5 LETTERHEAD AND BILLHEAD MASTERS... 4 Letterhead and 2 Billhead designs pre-printed on DITTO Mastersheets ready for reproduction of up to 300 or more copies, as needed for student practice in typing letters and invoices.



HELP YOUR STUDENTS as you help yourself with these five practical tested aids developed by DITTO expressly for you and endorsed by the Foundation for Business Education. You give your pupils a "working knowledge" of business machines and practical methods for cutting costly paperwork which will help them get better positions and more rapid advancement. Mail coupon today.

DITTO, INC., 601 S. Oakley Blvd., Chicago 12, Ill.

Gentlemen: Without cost or obligation, please send me:

- ☐ American Business Depends on Copies
- ☐ What Every Typist Should Know About Copies in Office Work
- ☐ Learning How To Use The DITTO D-10
- ☐ How To Operate The DITTO D-10
- ☐ Letterhead and Billhead Masters

My Name, Title _____

School _____

Address _____ Zone _____

City _____ County _____ State _____



In This Issue

- Probably no subject in the business education curriculum is changing as rapidly as clerical office practice. We are moving into the electronic age in business, and our job as teachers of clerical office practice is to prepare employees who are equipped to fit into the modern office. Two of the articles in this issue tell about some of the marvelous equipment that is being used today to get the work of business done more quickly and efficiently.
- Some office workers are greatly concerned over the effect automation may have so far as jobs are concerned. The editor of this issue, Miss Horace, points out most appropriately that "No machine can replace the pleasant, dependable, resourceful employee who is willing to give a day's work for a day's pay." The worker who has completed successfully the courses described in the third and fourth feature articles should have no difficulty in obtaining employment in the area of general office work.
- If you do not teach the general clerical subjects, the services section is for you. One of the services editors wrote, "I am really pleased to present this contributor's excellent article to the FORUM readers." A new teacher wrote recently, "I find the FORUM so helpful in planning the lessons for my classes that I do not want to miss a single issue."
- Any volunteer association must depend on personnel dedicated to the ideals of the group. Some of the persons who

Editors: General Clerical Section
REGIS A. HORACE
Plymouth Teachers College
Plymouth, New Hampshire

The Electronic Age in Business

IS YOUR CLERICAL PROGRAM keeping step with modern developments? To what extent is it feasible to attempt to prepare students for employment in electronically equipped offices? We cannot, of course, expect to provide training on expensive mechanical brains. We can, however, help our young people to become aware of this equipment and its work and to give them sound basic instruction that can be utilized in on-the-job training. Perhaps we should be less modest, too, in requisitioning some of the less-expensive, up-to-date equipment, such as automatic calculators. The requisitions need to be accompanied by a little education of the administrators in regard to the changes in business offices. We need to let them know just what we are trying to do and what facilities we need in order to do a good job. In case you are not convinced of the necessity for this, a teacher in a city high school recently reported that she was required to teach clerical office practice with no equipment at all, not even typewriters!

How can we best keep our students alert to the progress being made in office procedures? One very important way is for the teacher himself to get office experience during the summer so that he can give illustrations from first-hand knowledge. Businessmen seem to be increasingly cooperative in making positions available. Another effective means is the proper use of bulletin boards. An attractive display of office equipment, office forms with explanations about how they are used, or articles on office methods can be used. A third suggestion is to arrange for demonstrations of office machines by salesmen. Finally, a field trip to an up-to-date office can be used to great advantage. The trip should be well planned and supervised by a member of the firm who can answer questions satisfactorily. This may involve traveling to a nearby city, which in itself can be a valuable educational experience.

While methods and techniques in offices are continually changing, we need to constantly remind ourselves that the personal element remains the same. Nothing in our work is more important than trying to develop a proper attitude toward the job, fellow employees, and supervisors. No machine can replace the pleasant, dependable, resourceful employee who is willing to give a day's work for a day's pay.

As teachers of this very important subject, clerical office practice, let us have our classrooms simulate the changing electronic office insofar as we can, but let us not forget the changeless elements of every office—the fundamental skills and the competent, personable employee.

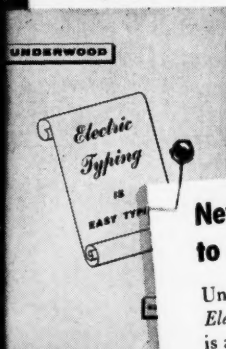
are contributing many hours in service to UBEA are featured (pages 32-34) in this issue. They are the members of the National Council for Business Education (UBEA's Executive Board).

► The next six weeks will find many affiliated associations offering outstanding professional programs. The Western Business Education Association, a Region of UBEA, extends an invitation to UBEA members from coast to coast to partici-

pate in its annual convention. The condensed program will be found on pages 37-40 of this issue.

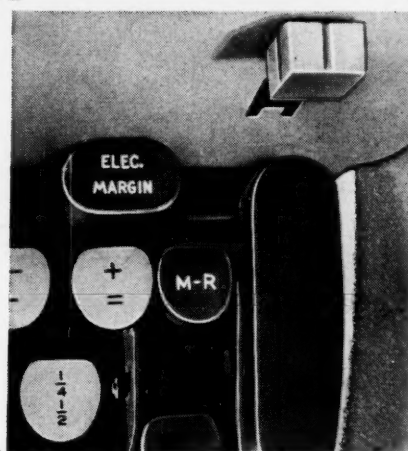
► The Clip 'n Mail coupons in this issue offer valuable aids for the teacher of business subjects. In this age of electronics, you will want to keep abreast of new equipment for the classroom. The advertisers, too, are anxious to be of service to you.—H.P.G.

Underwood Bulletin Board



New booklet tells how to use Electric

Underwood's new booklet *Electric Typing Is Easy Typing* is a self-instructing text, complete with directions, drills and speed tests, introducing your typists to the Underwood Electric. It's planned so that a student can spend from three to ten class periods in getting acquainted with the machine. You will like *Electric Typing Is Easy Typing* because of its simplicity, flexibility and clear-cut daily lesson plans. Send for your complimentary copy today!



Keyboard controlled electric margin

The new Underwood Electric features exclusive "Keyboard Control". All operating controls are conveniently located on the keyboard. There's no hunting around for margin controls, for instance. Students set margins automatically with the Margin Key located on the right hand side of the keyboard.

Here's where to write...

For your complimentary copy of *Electric Typing Is Easy Typing*, write Dr. Earl G. Nicks, Manager, Business Education Division, Underwood Corporation, One Park Avenue, New York 16, N. Y.







SERVING EDUCATORS EVERYWHERE

UNDERWOOD  CORPORATION

ONE PARK AVENUE, NEW YORK 16, N. Y.



Here's the secret

of the world's  most popular timesaving, money-saving dictating machine  —the Dictaphone TIME-MASTER. The secret is the DICTABELT record...  crystal clear, unbreakable, mailable, economical. You work more easily with DICTABELTS... your students  land the good jobs when they know DICTABELT transcribing. Write  for details of Dictaphone's School Rental-at-Cost Plan. 

DICTAPHONE Corporation,
420 Lexington Ave., New York 17, N.Y.

In Canada, write Dictaphone Corporation, Ltd. 204 Eglinton Ave., East, Toronto . . . in England, Dictaphone Company, Ltd., 17-19 Stratford Place, London W.1. Dictaphone, Time-Master, and Dictabelt are registered trade-marks of Dictaphone Corporation.

THE Forum

TODAY — Office Procedures Are Mechanized

Standard equipment in the modern office is a far cry from what it was a generation ago.

By STELLA WILLINS
Manager, School Department
Royal Typewriter Company
New York, New York

THOSE OF US who have been interested in business offices for the last quarter of a century will have to agree that the office of today is hardly the uncomplicated place it used to be. The equipment in the average office or clerical and secretarial pool of that era was most uncomplicated. It consisted of typewriters, the appearance and design of which never seemed to change. They were usually pica-type machines; rarely did any have a special type style. There would be an occasional dictating machine; there might be a manually operated adding machine; of course, there were file cabinets—large wooden drawers for correspondence and smaller wooden drawers for other records. In the accounting department there were found, scattered here and there, a few billing or bookkeeping machines. And that was it!

We are all aware of the changes that have come about with regard to equipment requirements as a result of the ever-increasing need for analysis and forecasts for every company operation, division, and department and the need for stepped-up sales drives in order to stay in business and to expand in this highly competitive society of ours.

Keeping abreast has created a demand for incredibly large quantities of data, data that it would take years to compile if manpower alone were used. As soon as the data are available, they must of necessity be disseminated with speed. With our American ingenuity every need was met as it arose by providing mechanical and electronic equipment to get the work done and get it done in a hurry. As a result, the business office has had a real face-lifting, and the standard equipment now found in the office is a far cry from what it was less than a generation ago.

The central pool of our Office Typewriter Sales Division is a good example of this. This department was known at one time as the Central Stenographic Department. Now the department is called the Stenographic, Transcribing and Analysis Department. There are thirty girls employed in this department. Eleven of them do clerical and typing work; eight do statistical work; six are transcription machine operators; five are stenographers. Here is a list of the equipment used in this office, which you must remember, services only one company division—our Office Typewriter Sales Department:

7 Transcription machines
2 Comptometers
1 Electric calculator
1 Electric computer
4 Adding machines
3 Wide carriage electric typewriters—16", 19" and 21" width
16 Manual typewriters
25 Electric typewriters
2 Carbon ribbon electric typewriters
3 Carbon ribbon manuals
2 Continuous form interfold machines—electric
1 Robotyper — automatic typing machine
Steel card files
Steel invoice files
Steel correspondence files
Dozens of trays of various style visible index files
Steel card files with removable trays

Secretarial type desks—steel
Well type desks—steel
Typewriter type styles:
Standard elite
Standard pica
Small double Gothic type—16 spaces to the inch, used for typing information on small cards
Canterbury type — elite and pica
Modern pica and elite
Century pica and elite
10 pitch elite
Alphabetic sorters for filing
3- and 7-hole punch
Paper cutter
Adjustable line copyholders for statistical work
Portable typewriter
Spirit duplicator

In other departments of our company offices, we have all types of duplicating equipment—spirit machines, mimeographs, and multilith equipment. There are electrically operated key punch machines for marginally punched cards and key sorters for sorting the cards. There are photostatic machines, microfilm machines, electric accounting equipment, stamping and sealing machines, collating and stapling equipment, and so forth.

One of the most fascinating pieces of equipment in our Stenographic, Transcribing and Analysis Department is the automatic writing machine, the Robotyper. It is simply weird to go by this machine and see an electric typewriter operating itself at 'championship speed, turning out a quality of work rarely achieved by any but the most expert typists. Of course, the electric typewriter is being operated by a vacuum controlled device, much the same as a pianola plays a piano, using a perforated paper roll. This piece of equipment is ideal for use wherever it is necessary to do quantity, repetitive typing of *original* letters. In our office it is used almost entirely in the writing of credit and collection letters which must be individually typed. It is also used for mailings to stockholders in letters

"One out of every four typewriters now being purchased in the business office is an electric one."

signed by the chairman of the board. Other office applications are for the typing of individual letters in soliciting accounts, for announcements, sales letters, direct mail advertising, market letters, routine but personalized replies to letters of inquiry, personalized "thank you for the order" letters, and so forth.

Mrs. Cameron, the head of our central department, says that with the Robotyper one girl does the work of two and one-half to three typists. The typist simply types the name, address and salutation; then she touches a button and the machine writes the letter. By means of a special addressing attachment, she can type the address on her envelope and letterhead simultaneously. If the letter calls for figures, dates or any other matter different for each recipient, an automatic control stops the machine at the proper place or places so that the typist can type in this material and then start the machine again.

While the machine is merrily typing away on its own, the young lady swivels her chair to a second electric typewriter set on a desk at right angles to the automatic equipment and types up statements or other enclosures. She can also be sorting copies of the previously written letter and stapling the file while the letter itself is being typed automatically.

There is no proofreading necessary and no time out for corrections other than in the material done in the fill-ins. The machine will make as many carbons as necessary within the capacity of the typewriter. In an 8-line, 65-stroke letter, the machine will do 130 letters a day. If handtyped, the greatest number that can be done in a day for the same letter is about 60.

There is a machine available for perforating the record roll the Robotyper employs. The machine is equipped with a regular typewriter keyboard so that it can be perforated by the office typist. Arrangement can also be made to have the perforations done by a dealer. The rolls are perforated so that selection of letter or paragraph desired is made by number.

Robotyper equipment is used only where there is a volume of repetitive letters to be sent out by an organization. A minimum of 100 letters a day is needed to justify its use. If the need for personalized letters exists and the letters are now being individually typed, then economics favors the use of automatic equipment.

Where personalized appearance is a secondary consideration, other duplicating methods, such as the multilith or offset duplicators, have the advantage of greater speed at less cost.

This brings us to the ever-widening use of the carbon ribbon typewriter for duplicating purposes. As mentioned previously, there are five carbon ribbon typewriters, electric and manual, being used in our central department. These machines are equipped both with

the regular Royal ribbon mechanism using a fabric ribbon and with a set of carbon ribbon spools using carbon paper ribbon. The carbon paper ribbon produces a clean, sharp copy which adds a distinctive note to correspondence that requires a personalized touch. The sharp, print-like copy makes it possible to retain clarity when reproduced from masters. Names, addresses, salutations, and other fill-ins can be matched on duplicated material by using the same machine on which the master was typed and this results in a letter with the characteristics of original typing.

The carbon ribbon machine is equipped with a half-space back spacer as well as a full-space back spacer. This helps the typist correct many errors without having to retype the entire letter, as it permits uniform crowding of letters when making corrections. For example, three characters can be neatly crowded in two spaces with the use of the half-space back spacer. Also the half-space back spacer enables the typist to get an even right-hand margin.

Another change has come about in the everyday handling of correspondence that is of great interest. What a tedious and time-consuming task it was to type up copies of incoming letters or copies of previous correspondence to be attached to current correspondence so that everyone concerned would be informed. In our central department, as many as forty such letters a day are needed as attachments. These copies are now produced by photostatic method, saving seventy-five per cent of the typing time. This includes getting the copies to and from the mail room where the work is done.

An important item that should be mentioned is the widely increased use of electric typewriters in business offices. The electric typewriter has arrived in business. One out of every four typewriters now being purchased in the business office is an electric one. The factors responsible for the rapid acceptance of electric typewriters in business and in business teaching are the increased production rates achieved with less effort and fatigue on the part of the typist, the ability to use multiple carbon packs with ease, the uniform typescript which results in the more attractive appearance of correspondence, and superior copy for duplicating purposes which come from the even impression of the typescript. Therefore, instruction on electric typewriters is now a requirement for the typing student to be qualified vocationally. It is essential that the student preparing for business be able to offer the businessman the ability to type both on the manual and on the electric and that the student develop these twin skills.

You will agree from the above that today's office procedures are mechanized and that the face-lifting which has taken place in the business office must be met with a "new look" in today's office practice classroom.

"Automation, and with it other phases of research, will put a premium on brains rather than brawn."

What Price Progress?

Teachers must be alert to the implications which may result from this vast electronic age.

By ROSE MORRISON
Henry O. Peabody School
Norwood, Massachusetts

THE PHENOMENAL GROWTH of office machines, about which we are always prating, is one which our young adults in schools today accept with as much *savoir faire* as they do supersonic planes, color TV, and the variety of other devices which have been injected gradually into their present-day parlance and everyday living. No longer do students sit in classrooms and marvel at jet propulsion or the mysteries of outer space. To them, anything which moves by electronic impulse or force is commonly included in the term "automation."

Those interested in stimulating our present-day economy have been stressing "automation" as a new field of endeavor, one capable of unlimited energy and possibilities. Particularly will this be true in the area of office machines for we may find that "automation" will have far-reaching developments with the turn of the next decade.

We know that between the period of 1880 and 1920 the number of office machines increased 1700 per cent. From 1929 to 1935, American management invested about \$500,000,000 in office machinery.¹ The machine age was no longer a dream at that time but was fast being considered as a reality. And these years were the depression years in our economy! With this upward surge, office positions changed from that of clerk to machine-hand, and production therefore increased; naturally, with the introduction of machines some of the workers were eliminated.

As an instructor in office machines, the term "automation" has always had some significance, although it may be more meaningful now than ever before. Because we deal with mechanical business appliances and any change or improvement presents a challenge, we must be alert to the implications which may result from this vast electronic age which is upon us. The effects of what can be done in the electronics field is now in the experimental stage; once this stage has passed and this new era in technological advance has been well launched, we must look to business and industry for better ways to correlate teaching in the classroom with performance on the job.

If we now deal with firms where sweeping changes may not creep in for many years to come, then our

placement sources are still more or less guaranteed. But if you are in the maelstrom of the human stream which feeds the meat choppers of huge concerns which gobble up your June graduates as fast as they doff cap and gown, you may find that your placement problems will increase because your feeding grounds may no longer be fertile fields. This means that many of our so-called "clericals" may not become the common fodder for the grist mills of business.

Unless we begin to examine our curriculums now in an attempt to anticipate future needs and begin to better prepare those who are not enrolled in stenographic, bookkeeping, or machine programs, our tasks will be even greater than they are now. There are, at the present time, many nontechnical procedures which could be taught to clerical students so that they would be prepared if they had to change job tasks as a result of increased mechanization.

We must also examine our bookkeeping and machine offerings. Increased mechanization will affect the type of instruction to be offered. By trying to anticipate future needs by changing our courses now and by insisting on diversification in skill training, we may offset some future job losses as a result of the electronic invaders in the field of business.

We know that in 1954 the number of people employed in the clerical group numbered 5,122,000 persons. The increase in the number of women clerical workers—from two and one-half million in 1940 to more than five million in 1954,² was due primarily to changes caused by war, state and federal social legislation, and tax measures. The huge amount of paper work to be done provided an opportunity for many of our clerical workers; business needed "extra hands."

Let's be realistic. Someone has said: "Barring war, the year 1955 has been forecasted to be the best in U. S. history. By the end of 1954, the business upturn burgeoned into a full-fledged recovery." By 1980, it has been predicted that the changes will be so multitudinous and the upsweep in business so great as a result of harnessing electronics to business activity that a new era will have been reached; the electronic age will reach the zenith of its cycle.

¹Office Machine Operation, Commonwealth Book Company, Inc., Copyright 1939, pp. 2-3.

²Handbook on Women Workers, No. 255, (April, 1954), U. S. Department of Labor, Chart #1.

"Automation," and with it other phases of research, will put a premium on "brains rather than brawn. Demand for mental competence will be enlarged." As David Sarnoff phrases it:

The dominant physical factor in the next quarter of a century will be technological progress unprecedented in kind and in volume. The quantity of new powers and products and processes at man's disposal is important; but even more important is the increasing speed with which these things have come. It is not a case of continued increase but of continued acceleration of increase.³

"Automation" in Clerical Work

What manifestations do we have today that should warn us of this overwhelming progress? Just look about you: On December 1, 1954, a great milestone in the "automation" of business procedures was reached when John Hancock Life Insurance Company, in Boston, started operations with an IBM 650. The new "business-minded" electronic computer now serves 9,000,000 John Hancock policyholders. With 20,000 positions for storing data and with its all-purpose flexibility, they are now using this machine for preparing mortgage tables and for figuring agents' commissions. Others will be used for accounting procedures, such as calculating dividends and cash values, and for processing value distributions.

Banks have installed devices for verifying account balances; wholesale grocery chains have machines which handle store orders and take care of billing and inventory control.

These are but a few of the newer installations being tried out. Is it any wonder, then, that management is awakening as if the very radiation rays of the atom were placed under it? For example, a UNIVAC installation has been listed as taking twenty-one minutes to perform a computation which would have otherwise required 250 man-hours and seven machine weeks to accomplish. Even allowing for advertising claims, just think of it! Paper work is cut to a fraction of its former size. Ralph H. Eidem aptly sums it up:

Under a completely electronic system it will be necessary to handle and enter information manually only once. Their posting entry will be a by-product of recording at the point of origin. Sorting, posting, accumulating, and controlling will be performed automatically. As a result of a single manual operation, source data will be classified, distributed, summarized, combined or compared with related data for an end-result and printed or stored for subsequent printing in any form or frequency desired regardless of the number of or types of distribution required.⁴

³David Sarnoff, "The Fabulous Future," *Fortune*, (January, 1955), p. 82.

⁴Ralph H. Eidem, "A Review of Developments in Office Electronics," *Office Management Series*, #135, p. 3.

Creation of New Jobs

For every job canceled out as a result of electronic installations, many new jobs will be created. The effects on hiring are something we should take into consideration. There will be fewer office clerks; those who will be hired must have a high level of ability, judgment, and imagination because the machines will need an alert manual operator in order to start the process functioning. These "coders" must be able to interpret the job assigned to the computer. In-service training programs will be intensified—again cutting out the chance for the beginner. Promotions will be more from within because people will be needed who know the details of the work to be processed.

As teachers of office machines, we must realize what the words of John S. Coleman, as quoted in an article in the October, 1954, issue of *Office Executive* really imply: "Electronics in business means accepting the fact that better office productivity will often require replacing a machine not because it can no longer do its job, but because a new machine can do the job better."

With this realization in mind we must acknowledge the fact that the "push button" office is on the way. We must come to grips with this problem by recognizing, too, that:

1. A clerical "facelifting" should be undertaken in our curriculum offerings.
2. Periphery skills which we have stressed and which play such an important part in present clerical jobs may be supplanted because many tasks will be taken over by giant brains.
3. Selectivity of students in our clerical groupings should be gone over very carefully.
4. "Basic" machines will be a part of our machine offerings for some time to come. However, no new equipment should be installed until a careful survey of community needs has been undertaken. On-the-job training may take the place of some of the equipment you deem so necessary.
5. Small businesses will be the bulwark of placement possibilities because they cannot afford to install the huge giant brains; also, they will not need to avail themselves of the special service centers set-up.
6. Human relations will always play a factor in making the worker produce to capacity because need for recognition is a prime requisite in keeping him satisfied on the job.

The Stoic philosopher Epictetus is credited with the saying: "No great thing is created suddenly, any more than a bunch of grapes or a fig. If you tell me you desire a fig, I answer you that there must be time. Let it first blossom, then bear fruit, then ripen." A fig, however, is a small thing. Big business is big business, and when it moves, it has the effect of sweeping us up in its octopus tentacles like a giant tidal wave. When the tide has ebbed, we must not be found wanting in classroom strength.

"It is possible for small schools to offer courses in office machines at minimum expense."

An Office Machines Course For The Small High School

Most office workers in small offices are expected to be able to perform many office tasks to meet many office situations without assistance from other specially trained personnel.

By ROBERT E. BOWMAN
Manual Training High School
Indianapolis, Indiana

IS THERE A PLACE and need for an office practice course in the small high school? Does such a course meet the needs of students in semi-rural or rural communities in which most of our small schools are located? Are there any opportunities for job placement of trained office machine operators in these non-urban communities? These are questions which many small high school administrators may well ask. The answer to each of these questions is definitely *yes!* Graduates of many small schools find jobs outside their home communities. This may be in a neighboring town where they may commute, in some far-off place through civil service, or in one of the large industrial cities of their state. These students need office machine training and the other skills and knowledges gained in office practice to compete with other workers who have had this training.

Within the local community, professional men and women, tradesmen, service industries, stores, farm co-operatives, small manufacturing plants, and even some farmers have need for trained office personnel. In the large industries there is a trend to more in-service training. This gives the employees an opportunity to learn new skills and knowledges on the job. This type of training is generally not provided by industries in the small-school community. These employers depend on the high school to train their workers.

Most office workers in small offices are expected to be able to perform many office tasks, to meet any office situation without assistance from other specially trained workers. This is all the more reason why office practice should be taught in the small schools.

In a course in office machines where only one semester is devoted to teaching machine operations, the chief objective should be that of aiding the student to gain an operational acquaintanceship with several machines. Office practice, including office machines, affords many opportunities to teach students to work together, to develop leadership and responsibility; opportunities to provide for integration, coordination, pupil activity, pupil evaluation, and application of skills and knowledges acquired.

The teacher in the small school cannot expect to turn out office machine operators who are vocationally competent and able to go into a business office and meet high production standards the first day. Nevertheless, in most cases the student will be sufficiently qualified to meet the standards for beginning employment in the smaller cities and rural communities without further training.

The Proposed Course

Much of the proposed course can be built around equipment already in the school. Certainly a few extra machines will be necessary for a complete office practice course, but the amount of equipment available, the amount of funds available, the size of the school and the physical layout will necessarily limit the type of office practice training which can be offered.

The outline followed for the proposed course would accommodate twelve students. If the course were taught both semesters of the school year, this would make office practice training available to twenty-four students each year. If the number of business education students is less than this, the course can be offered only one semester or the number of machines can be decreased. It should be remembered, however, that the course should give the students an opportunity to become acquainted with as many kinds of machines as possible.

A one-semester course following the rotation plan is the most economical way to organize an office practice course. This course should be offered during the eleventh or twelfth year, after the beginning typing course, and after or along with the beginning classes in shorthand and bookkeeping.

The proposed course is composed of units in calculating machines, adding listing machines, duplicating machines, and filing. The first three units are to be taught in the first twelve weeks on a rotation plan. Each student will have an opportunity to work for one week on each of the adding-listing machines, for two weeks on each of the two calculating machines, for three weeks on the duplicating machines, for two weeks on the key-driven calculating machines, and for one week on the

"Much of the proposed course can be built around equipment already in the school."

dictation and transcription machine. The last five weeks of the course will be used to teach various filing systems and to give the students practice in filing procedures.

Procurement of Equipment

The chief objection of school administrators to an office practice course is the cost of the machines. It is, therefore, especially important that the person or persons proposing such a course have a plan worked out by which necessary machines may be procured.

The most desirable way to justify the selection of machines for the office practice class is through a community survey. This should include offices where graduates are employed, wherever they may be located. This survey should show not only the number and kind of machines in use, but also the degree of skill expected of the beginning employee should be shown.

Since the business education teacher in the small high school has very little time in which to do research work, even in the local community, a complete survey may be impossible. Valuable information can, however, be obtained by checking the surveys made in similar communities. The state university libraries are good places to obtain such research studies. Any information obtained should, however, be validated by taking a survey of a portion of the local community.

When the number and type of machines in use in the community have been determined, an outline of the type of course that should be offered can be drawn up. This outline will probably follow a definite form showing a need for acquaintanceship in duplicating, adding listing, calculating, and transcribing machines. It will also show a need for a knowledge of filing systems and procedures.

Many small high schools offer an office practice course following a plan by which machines are shared in various departments and with the school office. By following this plan, the machines are utilized almost every period of the day. It should not be necessary for the office practice class to have an adding machine of the same type as that used in the school office if the machine can be borrowed for one or two periods a day without affecting the efficiency of the office.

Almost every school has a duplicating machine of some type. The proposed course requires training on both the liquid and the stencil duplicator. Since one of these duplicators is probably owned already by the school, it should be necessary to purchase only one other duplicating machine. In many large schools, and perhaps some small schools the superintendent has a dictation and transcription machine for his use. Again it may be more practical to share this machine with the office practice class than to purchase or rent an additional unit.

Nearly all office machines can be either purchased or rented. The question of which is the better procedure must be determined by the administrators of the school. Some schools follow a policy of purchasing outright everything that is used. This plan is probably cheaper over a period of five or more years. However, for the small school, it may be impossible or impractical to consider the purchase of all the needed machines in one school year. For these schools the rental plan is excellent. By purchasing only one or two machines each year, the machines laboratory can be built up in a period of four or five years without overburdening the budget in any one year.

One advantage of the rental system is that the machines used are never obsolete. As new machines are developed, they are placed in the classroom. The number and types of machines that can be secured on a rental basis will depend to a great extent on the local machine agents. Many agents will rent second-hand machines to schools at a very reasonable rate. Other machines may not be rented in certain areas when the agents are not located locally. Before machines are purchased, however, it is a good practice to check the rental charges for similar machines.

Some small schools may not be able to purchase expensive automatic calculators. It may be advisable for these schools to purchase only crank-driven manual models of the larger machines. However, before the course is completed, the students should see the automatic machine so that they will be able to see the relationship of the techniques used on the manual machines and those used on the automatic machines. Whenever possible, machines of brands other than those in the laboratory should be brought in for demonstration purposes. Machine salesmen are anxious to demonstrate their machines to the students who are the future office employees of the community.

Machines vary a great deal in cost. Usually the manual machines are just as efficient for training purposes as are electric machines. The two exceptions to this are the adding-listing machines and the automatic calculator. For this reason, all manual machines have been suggested for the proposed course with these two exceptions.

Teaching Material for the Proposed Course

It should not be expected that the proposed course should produce skilled machine operators or competent file clerks without additional training and practice, but it will give the student the basic knowledge of the various office machines in most common use today and a basic knowledge of the most common types of filing systems. With this background of the functions of the

"It is recommended that the clerical practice course extend over a period of one year."

office, they will, either through advanced class work or through actual experience on the job, be able to become more competent employees after graduation.

It should be remembered that the teaching of the course should, as nearly as possible, resemble the actual office situation. Problems selected for instructional and practice purposes should be obtained through local employers whenever possible. Recent graduates who are now working in local offices may be called in to speak to the class, telling of their various duties and activities. The teacher of the course should act as supervisor of the class, and students in the class should be assigned the duties of passing out materials and proofreading the transcription and duplicated problems. In this way, the students will gain a knowledge of the requirements of supervisors in the office and can better understand criticism when they begin their working careers. They will, at the same time, develop leadership ability and learn to cooperate with and understand the problems of their fellow workers.

Textbook materials for the proposed course may be obtained through publishing companies or through machine companies. Since materials are furnished free with the purchase or rental of most machines, it is recommended that this material should be used. Only one manual of instructions will be needed for each machine, since only one student will be using the machine during

any one class period. Answers to the problems should, therefore, be copied on a separate paper and turned in for checking.

Filing equipment will consist of the filing materials supplied by one of the educational publishing companies. This includes text material and practice problems.

Even though commercial testing material is available, it is recommended that original tests be made up by the instructor, based upon actual business situations in local offices as expressed by local businessmen. In this way, the course will become more realistic to the students. Standardized tests may be used to determine the degree of skill and knowledge of students in comparison with national norms. It should be remembered, however, that in a one-semester acquaintanceship course, a competent working skill cannot be obtained.

It is possible for small schools to offer courses in office machines at minimum expense if the teachers are really determined to provide this training for their students. The material presented here should be helpful in making possible such a course.

NOTE: The contributor of this article has released for distribution (1) a Student Activity Table for the Office Practice Class, and (2) Cost of Machines Table for the Office Practice Course. These are available to members through the Clip 'n Mail Service.

Techniques For Implementing Instructional Units In Clerical Practice

By MARY MARGARET BRADY
Madison College
Harrisonburg, Virginia

WHERE A VARIETY of units of work are given, a rotation plan is usually in operation in the clerical practice class. It is the purpose of this article to suggest some techniques which may be used to implement this rotation schedule in general and, in particular, in the field of office machines. The techniques which are suggested have proved to be successful in promoting a smooth-running clerical practice class.

A key number or letter should be assigned to each unit in the rotation schedule. These key letters can be used for the rotation schedule which is posted for the students to follow; they can also be used in the

teacher's record book. Beside each student's name in the record book the key letters should be listed in the order in which the units are to be covered by the student. A check can be placed beside each letter or the letters circled as the units are completed. In this way it is possible to determine quickly whether or not the student is keeping up to date in his work. Under each key letter, the amount of overtime hours which the student spends on that unit can be recorded. This information can be obtained from the attendance record card which will be described later. Such overtime records indicate the machines on which the students are

"There should be several bulletin boards in the clerical practice laboratory."

spending the greatest amount of time and are useful in revising assignments for the various units.

Assignment of Grades

The grade for each unit of work should be based upon the quality of assigned material for the unit and upon a performance test given at the completion of the unit. At the end of the semester an objective test should be given over all of the units of work. Grades for the separate units should be averaged according to the amount of time spent on the individual units, with the objective test counting one-fourth of the total score. The weight of the objective test is arbitrarily set and may be varied as desired by the instructor. Since prepared objective tests are not usually available, the instructor will probably have to devise the test to fit the content and objectives of the course.

A card system provides an efficient means for checking attendance. One of the duplicating projects can be the preparation of 3" x 5" cards to use in keeping attendance records. The card record may be similar to the following diagram:

NAME	WEEK OF		
	<i>Regular Class</i>	<i>Overtime Hours</i>	<i>Machine</i>
MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY

The student makes a check for each day he attends class in the first column and indicates in the other columns the hours spent outside of class and the machines on which the time is spent. The cards are kept in a card file near the door where the students enter. At the end of the week, the cards are removed from the file and attendance and overtime work recorded from the cards. When it is necessary for the instructor to check attendance daily, it is still good experience for the students to check in by the use of the attendance card and to maintain the overtime record.

One or two drawers in a vertical file cabinet, preferably legal size, should be used by the students for filing their current work. The other drawers can conveniently be used for housing supplies. Guides with removable labels should be alphabetically arranged in the drawer, one for each member of the class. Two manila folders, legal size, are given to each student. The student prepares labels for these folders, typing his name on each label and on one the words "Incom-

plete Work" and on the other "Complete Work." These two folders are placed back of the student's guide in the file. The "Incomplete Work" folder is used for the convenience of the student in storing his current material. When a unit is completed, the student places all of the material in the "Complete Work" folder. Once every one or two weeks the instructor goes through the file drawer and pulls all of the "Complete Work" folders. This work is checked and the folders returned to the file. After checking, if any material remains in the "Complete Work" folder, this indicates that either additional work must be done or corrections are necessary to complete the unit. An empty folder indicates that the work is satisfactorily completed. This has proved to be an easy and effective manner of handling the large amount of material received from a clerical practice class. It provides both accessibility and convenient housing and places the responsibility upon the student of properly organizing and filing his material.

There should be several bulletin boards in the clerical practice laboratory. Pictures of office machines with diagrams and operating instructions can be displayed to advantage. The schedule and key for the rotation plan and the groups into which the students are divided should be posted. One board might be arranged to display assigned work in the various units. Another board might show special projects which the students complete. A display of all of the various kinds of stencils makes an attractive and informative bulletin board. This display should include legal, letter, and note-size stencils; stencils of various colors; stencils with a plastic film; and form-topped and die-impressed stencils.

Schedule of Machine Units

It is recommended that the clerical practice course extend over a period of one year and that the units listed below be included. The time schedule as indicated is suggestive only and must be adjusted to the local situation depending upon the amount of equipment available.

Stencil duplicating—4 weeks

Direct-Process and gelatin duplicating—2 weeks

Adding and listing machines—4 weeks

Calculating machines: Rotary and crank-driven—
3 weeks, Key-driven—6 weeks

Posting machine—1 week

Transcription machines—6 weeks

Filing and other units—remainder of the year.

When it is possible to include all of these machine units, it may be necessary to shorten the time somewhat in order to allow sufficient time for the filing and other units which will be included.

Duplicating

The duplicating unit should be divided into two sections, stencils and direct-process and gelatin duplicating.

General directions for stencil duplicating are given in all office practice textbooks. The following are some additional suggestions for teaching this unit.

It is economical to use one-half ounce bottles of correction fluid because it evaporates quickly and becomes thick. Emphasize the need for immediately replacing the cap tightly on the bottle while the fluid is drying. Good corrections cannot be made with thick fluid.

Practice in writing signatures on stencils can be provided by having the student sign a letter which he has typed on a stencil and write his name at the bottom of all of his stencils. A writing plate or a signature plate should be placed under the stencil film. Signature plates can be economically made by cutting strips from the cleanest parts of used flexible writing plates. A ball-point stylus especially designed for writing signatures should be provided. At first the student should practice writing his name at the bottom of the stencil before signing it in the proper position. The lines of the signature should appear as white as the letters which have been typed on the stencil. When the stencil is placed on the cylinder, the bottom of the ink pad may be covered with a strip of plastic or sheet of paper so that the practiced signature will not be duplicated. This plastic strip or paper will also keep the bottom of the stencil clean, and it must be used when a letter- or note-size stencil is placed on the drum. Supply companies will furnish plastic material, usually free, which may be cut into the desired size according to the stencil used. When a plastic strip is used rather than paper, it is not necessary to place the end of the stencil under the clamp.

SUGGESTED PROBLEMS FOR STENCIL DUPLICATING

1. Form letter with signature.
2. Announcement to be centered on a half sheet. The announcement should be typed on the top half of the stencil. The copy paper is run through the machine twice to print on both top and bottom and is then cut with a paper cutter. Use a note- or card-size stencil.
3. Two-column newspaper article, with justified right margins. The copy for this stencil can be taken from the school newspaper. A form-topped stencil for newspapers should be used.
4. Letter in rough-draft form to be duplicated on letterhead paper. All corrections must be made as indicated and the letter signed. The use of the letterhead paper will necessitate slip sheeting with an interlayer or by hand.
5. Tracing of designs on the drawing board combined with color work. Either free-hand drawings or sketches from tracing sheets can be used. For one layout sketches should be placed at least one inch apart so that the copy may be run in various colors from the one stencil.

Another layout should be prepared in which different colors are touching as flowers and leaves. This necessitates the preparation of two stencils, one for the colored flowers, and the other for the leaves. The copy paper would then be run through the machine twice, once for each stencil.

6. Copy for a postal card such as an announcement to be run on cards, size 3" x 5" or 4" x 6". The attendance cards may be prepared in this assignment.
7. Preparation of the inside pages of a church bulletin on a form-topped stencil. The stencil is cut before typing and the two sheets cemented together after typing. Copy for this stencil may be secured from local church bulletins.
8. If a die-impressed stencil cannot be provided for each student, it would be well to run one for a demonstration. A letter might be typed on a die-impressed letterhead or a business form completed. A student who finishes ahead of the group might be given this stencil to do as an extra project.
9. Another good project for those students who finish ahead of time is the preparation of a stencil using a photochemically prepared inset. A French-fold greeting with the inset on the first page and an announcement or message on the inside page provides an excellent centering problem. Insets may be purchased in sheets, six or more to a sheet, covering a variety of subjects. Each inset may be cleaned and used a number of times.
10. The final copy should be prepared from copy assigned by the instructor. This gives the instructor an opportunity to get material duplicated. At least fifty copies should be made to give practice in making a run of reasonable length. In the other assignments twenty copies is an adequate number. The machine should be operated in the presence of the instructor, and the student should be able to identify the most common parts and to operate the machine skillfully without fumbling. The student should be told that his final stencil will be graded on the following points: (a) accuracy of typing, (b) clearness and evenness of letter impressions, (c) evenness of inking, (d) corrections not noticeable, (e) arrangement of copy on the page, and (f) neatness of copy—no spots of ink or smudges.

Students should be instructed to dispose of their stencils after a run is completed in various ways as:

- (a) Roll the stencil, wrap in newspaper, and destroy.
- (b) Clean the stencil by blotting between several sheets of newspaper. Staple a copy to the stencil stub and file in a stencil file cabinet or a book file.
- (c) Print a copy on a stencil wrapper, then place the stencil inside the wrapper and seal tightly by rubbing the back of the wrapper to absorb the ink from the stencil. It is not necessary to blot a stencil before placing it in a wrapper.

An inexpensive type of gelatin duplicator using a gelatin film attached to a flat-bed model will give the opportunity to show how a master for a gelatin can be prepared by the use of a special typewriter ribbon, a special pencil or ball-point pen, or the use of carbon paper.

One model of a direct-process duplicator (also known as liquid or spirit duplicating) should be available. The relative advantages and disadvantages of this type of duplicating can then be compared with stencil dup-

**To meet the requirements of
Modern Business
and Modern Business Teachers . . .**

Two Text-Workbooks

by James R. Meehan and Gilbert Kahn

**HOW TO USE FULL-KEYBOARD
ADDING MACHINES**

**and
HOW TO USE TEN-KEY
ADDING MACHINES**

- Organized for flexibility . . . they can be used to develop from minimum basic operating skill to maximum vocational proficiency . . . they allow you to trim your courses to meet the interests of students within the time available.
- Short, simple, thorough . . . and completely lesson-planned.
- Fully illustrated . . . machines, techniques, printed tapes.
- Realistic . . . problems appear in typewriter type and in handwriting, just as the students will encounter the work in business

Other Business-Machines Text-Workbooks that merit your consideration:

How to Use the Calculator and the Comptometer,
Third Edition, by Meehan

How to Use Rotary Calculators,
Second Edition, by Meehan and Stuart

How to Use Adding and Calculating Machines,
by Walker, Roach, and Hanna

GREGG PUBLISHING DIVISION

McGraw-Hill Book Company, Inc.

New York 36

Dallas 2

Chicago 30

Toronto 4

San Francisco 4

London E.C. 4

licating. Colored carbons and 24-lb. master sheets should be available as well as master sets. One assignment should include the blocking out of certain portions of the copy after the master has been placed on the cylinder.

Transcription Machine

If training on transcription machines is not included in a secretarial course, a unit should be included in the clerical practice class. The student should transcribe from prepared practice discs or belts. If a dictating unit is available, students may transcribe each other's dictation. Mailable letters should be the goal in all transcription work. All letters should be checked and those not mailable either corrected or rewritten. Grades can be assigned on the total number of mailable letters handed in the first time, and the total number of errors on all the letters. No credit should be given until all the letters are mailable. A final test in which the student is timed for twenty minutes should be graded on a word-a-minute basis, with 25 to 30 words usually constituting an A grade.

Adding and Listing Machines

Practice should be given on both the full-visible (selective-keyboard) and 10-key keyboard adding and listing machines. Daily progress charts should be kept to show the improvement in addition speed in digits per minute. The student should take a five-minute timing each day on the same set of problems to show both his increase in speed and accuracy. These columns of numbers should have a digit count accumulated as a stroke-count in material for typewriting. At the conclusion of the timing the student determines his total digits and then divides by five to determine his digits a minute. The number of problems which he adds correctly along with his speed in digits should be recorded daily on a progress chart. An addition test at the end of the unit on each of the machines should be timed and graded for both speed and accuracy. The remainder of the test need not be timed and would cover subtraction, multiplication, and a small amount of division by the use of reciprocals.

If a printing calculator is available, a unit on it following the work on the adding machines could be included to advantage.

Rotary and Crank-Drive Calculators

The ideal situation in the rotary calculator group is to have three kinds of rotary calculators: (1) a hand-operated crank machine on which the processes are first performed; (2) a semi-automatic machine which provides for automatic division; and (3) a fully automatic machine which provides for both automatic multiplication and division. After learning the processes on the hand-operated machine where the student can see each step performed, he then progresses to the semi-automatic, and finally to the fully automatic. No timed tests need to be given on these machines as the speed is determined by the revolutions of the machine rather

(Please turn to page 24, column 2)

UNITED SERVICES

United Services is a continuous department of the BUSINESS EDUCATION (UBEA) FORUM. Members are urged to share their experiences with our readers. The most acceptable lengths for articles are one thousand or one thousand five hundred words. Manuscripts should be mailed to the editor of the appropriate service or to the executive editor.

SHORTHAND

J. ROBERT BRIGGS, Editor
University of Washington
Seattle, Washington

ENTHUSIASM PAYS DIVIDENDS

*Contributed by Mary Heyer, East Senior High School,
Madison, Wisconsin*

THE TEACHER WHO is alert and enthusiastic keeps the class on its toes from bell to bell. There is no substitute for enthusiasm in the shorthand classroom. A teacher with a dynamic personality inspires his students and almost always gets good results. No time is wasted during the period, not even thirty seconds. Short spurts of dictation during any such period will help to build speed in writing.

From the beginning, insist on good organization. Require all students to write with fountain pens, not pencils, and to use book markers and have rubber bands on their notebooks.

Shorthand instruction is two-fold. Students must learn to take dictation at a fair rate of speed and to transcribe it mailably at a reasonable rate. This first achievement is most easily accomplished by building a reserve of speed. It is possible to get good results on the high school level. The skill of many students can be developed to the point where they can take dictation at the rate of 140 or even 160 words a minute on the speed progression ladder and also transcribe their notes with 95 per cent accuracy. The ability to take dictation for mailable copy follows along at about 10 to 20 words below the forced-speed rate. Notes become more accurate and readable when there is a margin, a reserve of speed capacity. Then the student writes only as fast as he must in order to get the dictation. He does not become tired or frustrated. He has a feeling of confidence in his own ability.

This procedure should be explained to students so they will not become discouraged and will keep their objective clearly in mind. Teachers should explain, also, the difference between speed building and mailability. Otherwise, students become discouraged, thinking that they should be able to get every word on every take. If they get every word on the speed-building takes, the dictation is too slow! Further, many long takes at any speed accomplish little. Instead, use the pyramid dictation plan.

To have students able to take dictation at 140 or 160 words a minute, begin with that goal in mind in the

first year of the course. This can be done in many ways outside of the actual teaching of the subject. We should constantly stress all of the marginal reminders and require much reading (both individual and group) from well-written shorthand plates and from a student's own notes. Dictate from both practiced and new material.

To bring variety into the classroom and to stimulate interest, it is a good idea occasionally to award a prize—a chocolate bar, or a flower, to the winner of any one of the following: a reading contest, spelling, reading of the brief forms, best transcription, or possibly a contest between classes. In our school, the beginning class challenges the advanced class for the reading of the brief forms. It stirs up much enthusiasm and, as a result, most of our students know their brief forms better than they otherwise would. The normal daily class procedure might be varied by playing a game. Any of the games ordinarily used in typewriting can be changed a bit and applied to shorthand. Why not dictate a few of your favorite recipes, or some clever jokes?

Letters from former graduates who have been successful on the job are always inspiring. Display them so that everyone can read them. Ask graduates, too, to speak before your class about their experiences on the job; to give advice to would-be stenographers; to explain the equipment with which they work; to discuss opportunities for advancement; and to tell what is expected of them on their job. Students enjoy hearing, too, about the teacher's personal experiences in the business world.

Everyone likes the feeling of having accomplished something worthwhile. Keep an honor roll posted in the room or on the chalkboard listing the names of those who pass the tests. Give recognition to these students in the school paper or even in the local newspaper.

Encourage the class to take down in shorthand speeches from the radio and TV, assembly programs, records, and lectures or directions in other classes. Prepare bulletin boards and display cases stressing some phase of business. Such displays create the desire to do the best possible job while still in school.

For success, students must possess the desire and the will to reach the top. Any student with such a desire sparked by the enthusiasm of the teacher cannot fail to reach the top of the ladder. Yes, enthusiasm pays big dividends at the end of the year.

UNITED SERVICES

TYPEWRITING

LAWRENCE W. ERICKSON, Editor
Teachers College, Columbia University
New York, New York

PRODUCTION RATES FOR PROBLEM TYPEWRITING

*Contributed by George E. Martin, Flint Community
College, Flint, Michigan*

INQUIRY INTO the probable percentage of transfer of speed and accuracy scores from straight-copy material to problem-type copy material was motivated by the recognition of the need for some index of performance that could be used in the typewriting classroom for individualizing goals of students doing problem work.

The objective of this study was simply to find the answer to one question: At what per cent of their straight-copy speeds and accuracy do elementary typewriting students type problem materials?

Performance data for the present study were originally obtained from an experimental and a control group using two different practice procedures.¹ In the first semester's work of one group, emphasis was placed almost exclusively on the development of basic skill on straight-copy material, while in the second semester's work emphasis was placed on the development of skill in problem work. In the other group, throughout both semesters, there was an alternating emphasis on the development of skill on straight-copy and on problem-type materials.

Tests for the significance of the differences between the mean percentages of transfer of strokes a minute and stroke-errors a minute from criterion straight-copy tests to criterion problem-type tests revealed statistically non-significant differences between the performance rates of the experimental and control groups in each school and among the three schools. Therefore, the data for the two groups were combined and then subdivided for purposes of this report to include, in terms of stroking rate a minute, the upper 25 per cent, the middle 50 per cent, and the lower 25 per cent of the students included in the experiment.

A series of 3 straight-copy tests and 21 problem-type copy tests² were administered at the end of 140 periods of instruction to 120 students enrolled in elementary typewriting in three high schools. The seven problem areas included were the following (given as five-minute timed writings in sets of three each): rough drafts, business letters (typewritten copy), business letters (script

copy), tabulations (typewritten copy), tabulations (script copy), manuscripts with footnotes (typewritten copy), and manuscripts with footnotes (script copy).

Although "problem-type" tests in nature, in actual form they were essentially straight-copy tests of problem-type materials already arranged for the students to copy. No attempt was made to measure the problem-solving ability of the students as it related to English techniques, mathematical manipulations, organization of materials, or machine operation *per se*. No erasing was requested or permitted.

PERFORMANCE DATA: GROSS STOKES. The data revealed that at all three speed levels and for all problem areas the percentage of transfer of strokes a minute was approximately the same. When the results were subjected to statistical analysis, the differences among the three groups were clearly not significant. The data disclosed further that in all seven areas the middle 50 per cent transferred a slightly greater, but not a significant, percentage of strokes from straight-copy to problem-type copy material. This must not be construed, however, to mean that the middle group was faster than the group in the upper 25 per cent. The net result in terms of actual strokes produced still favored the upper group.

As might be expected, the data revealed that students transferred the greatest percentage of their straight-copy speed to typing business letters from type and the least to typewriting tabulations from type. Students did slightly better on tabulations from script than from type, but this can be accounted for in part by the fact that the script copy contained only three columns while the typewritten copy contained four columns.

PERFORMANCE DATA: STROKE-ERRORS. Although students at all three levels averaged approximately the same number of stroke-errors a minute on straight-copy material, the results on problem-type copy material were significantly different. In every instance the fastest typists transferred a smaller percentage of errors than did either the medium or the slowest typists, the differences being significant at the five per cent level. Between the medium and the slow typists, however, the differences were not significant.

All students tended to be most accurate when typing business letters from type and least accurate when typing business letters from script. In all cases, the three groups transferred a higher percentage of errors when typewriting from script copy than they did when typewriting from typed copy.

Conclusions and Recommendations

On the basis of the findings reported for this study, three conclusions are warranted:

¹The data for this report represents one phase, with a different emphasis, of a larger study by the contributor presented in "The Effects of Continuous and Interval Speed-Forcing Methods in Learning to Typewrite," Ph.D. dissertation, University of Pittsburgh, 1954.

²Reliability coefficients for the tests, established by alternate or parallel forms method, ranged from .89 to .98, significant at the one per cent level, and were determined by the Pearson product-moment method.

UNITED SERVICES TYPEWRITING

1. Regardless of the speed level of the students, the percentage of transfer of strokes a minute is relatively stable.

2. The fastest students on straight-copy work tend to be the most accurate when doing problem typing, while the slowest students tend to be least accurate.

3. Students tend to transfer the greatest percentage of strokes a minute to those problem areas which bear the closest resemblance to straight-copy typewriting and least to those which are strikingly dissimilar.

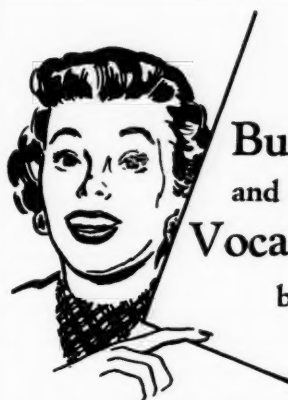
That problem typewriting is slower than straight-copy typewriting is hardly a revelation to teachers of typewriting. In which areas and to what extent it is slower, however, discloses some typical skews of emphasis in the teaching of problem work which may well be avoided.

Obviously, the high percentages of transfer produced by students on business letters and manuscripts, either from typewritten or script copy, are an indication that teachers are spending a disproportionate part of class time on those elements of problem typewriting on which students already have at least a fair degree of skill because of the similarity to straight-copy work. The need for greater efficiency and more economy demands that teachers be more selective in giving drill to those elements of problem work that are manifestly dissimilar to straight-copy work. Frequent timed drills on writing inside addresses, salutations, and complimentary closes in business letters and superior figures, dividing lines, and footnotes in manuscripts will prove challenging to students and will help them establish stroking rates at increasingly higher speeds on this type of material. (*Editor's Comment:* In my opinion, this recommendation that more emphasis be given to drill on special parts of the business letter and the manuscript is excellent. In my own classes in typewriting, this procedure has given similar results in terms of production rates.)

The extremely low percentages of transfer produced by students on both the typed and script tabulation timed writings is unmistakable evidence of the lack of effective drill or sufficient training in the typing of numbers and manipulation of the tabulator mechanism. The typing of figures and symbols rapidly and accurately is becoming increasingly essential to the progress of modern business. To ignore this fact is to ignore the vocational needs of young people and the needs of the business firms in the community. Constant repetitive practice must be given frequently in typewriting vast quantities of figures and symbols and in controlling the tabulator mechanism. Present student ability to typewrite figures and symbols in typewriting classes is out of proportion to the rate with which they stroke letters. More frequent contact with figures must be given if this gap

is to be closed and if students are to produce tabulated material at commercially usable rates.

When typing problem work of any kind, students must be led to develop patterns of efficient motions with good techniques. They must learn to establish orderly and desirable work habits; they must be "forced" to explore new speed areas in production work just as they do in straight-copy work; and they must be clocked on enough work to have acquired a habit of working against time. Purposeful, repetitive practice under time can produce considerable skill at progressively higher rates that will insure the training of vocationally competent typists. Typewriting teachers must accept the challenge!



New... Business Speller and Vocabulary-Builder by C. B. Carey

NEW BOOK WITH A DOUBLE AIM. Helps your students master the ever-important essentials of spelling and helps them build a large and functional business vocabulary.

LOGICALLY ARRANGED IN SECTIONS. Section I gives spelling rules and applies them to the spelling of derivatives; Section II is organized according to the spelling of word derivatives; Section III offers specialized vocabularies.

WEALTH OF EXERCISE MATERIAL. Each of the 84 lessons sets forth one major spelling rule or letter grouping, and offers a wealth of well-varied exercise material for testing your students.

SEND FOR YOUR EXAMINATION COPY. Prepared by Clarence B. Carey, Director of Jones Commercial High School, Chicago, BUSINESS SPELLER is an invaluable supplement in the classroom—a handy reference in the business office. Send for your examination copy and judge for yourself its teaching and learning value.

Pitman Publishing Corp.

2 West 45th Street

New York 36

Pitman—The First Name in Business Education

UNITED SERVICES

BOOKKEEPING AND ACCOUNTING

HARRY HUFFMAN, Editor
Virginia Polytechnic Institute
Blacksburg, Virginia

GUIDANCE IN BOOKKEEPING

Contributed by Julian A. Milkes, Northport High School, Northport, New York

ARE YOU LOOKING for a new type of brochure to recruit more students for bookkeeping classes? If you are, perhaps duplicating the following story will be the answer to your problem. The office practice class can duplicate the circular—we found it advantageous to pass out the circular during our annual open-house exhibit. Copies were distributed also through the guidance department.

THE LONG AND HAPPY LIFE OF EQUALITY

What is bookkeeping? The fascinating story of a couple in perfect balance. Donald Debit loves Carolyn Credit, and whatever Donald did Carolyn also had to prove his equal. Donald and Carolyn had five children Arthur Asset, Lynn Liability, Peter Proprietorship, Ilene Income, and Edward Expense. They all lived in their Balance Sheet House of Double-Entry. They also had their grandmother living with them—Grandmother Profit and Loss.

Now to Donald and Carolyn, life was one big vicious cycle. From the day of the opening entry to the post-closing fracas, the daily routines of journalizing and posting had to be followed rigidly. But this tight schedule was interrupted at intervals by a visit from the children's favorite uncle—Thomas Trial Balance. Uncle T.T., as all his nieces and nephews affectionately called him, was the stabilizing force in the Debit household, proving that Donald Debit and Carolyn Credit were always in balance.

Occasionally, the family got together for a "Worksheet Bee" inviting all the neighbors in to see how well the family had progressed. At that time, Grandmother Profit and Loss was the "Queen Bee."

The family had many interesting and fascinating adventures. You can find out more about the Debits by investigating the course in Bookkeeping at Northport High. See one of the Deans for further information.

The End

What Will Bookkeeping Do For You?

Well—in this increasing complex tax world it will give you a better understanding of how and why taxes are paid; it will increase your chances of getting a job in the business world. The secretary or clerk who has a knowledge of bookkeeping principles is the person who advances up the ladder of success. One quick glance at the daily newspaper want-ad section will prove to you the ever-increasing demand for bookkeeping knowledge.

IMPLEMENTING INSTRUCTIONAL UNITS

(Continued from page 20)

than by the dexterity of the operator. A final examination over all arithmetic processes should be timed as a whole, but not to determine the digits a minute. Emphasis should be placed on the use of the permanent decimal in both multiplication and division, finding percentages and discounts, constants in multiplication, and reciprocals for division.

Key-Driven Calculator

Since this is a touch operated machine on which a high degree of skill can be developed, a daily progress chart of addition timings should be kept. A set of addition problems composed of 3- and 4-digit numbers with an accumulated digit count can be used for daily five-minute timings. In counting the digits above five, count as two strokes. The final test of this machine should be timed, with the different parts for each process timed separately.

At least twice as much time should be devoted to the key-driven calculator as to the rotary due to the need for building skill. In a period of six weeks it should be possible to develop a rate of speed in addition, subtraction, and multiplication, and a knowledge of division, which will be adequate for initial employment on a simple job. To qualify for positions which require fully-trained key-driven operators, a complete course at a school conducted by one of the machine companies is usually necessary.

Posting Machine

It is desirable to include a unit on a simple ten-key or full-visible posting machine carrying one horizontal and one vertical total. Sales tickets may be made out to represent sales for a period of one week for six or eight customers. These tickets are posted by days to ledger sheets and a control account. Statements may be made separately or the ledger may be a carbon copy of the statement. At the conclusion of the posting, the students add the final balance in each customer's account to see if it equals the final balance of the control account.

These suggestions are only a few of the techniques which teachers conducting clerical practice laboratories will find of value. In planning the units to be included, it must be remembered that the basic objective for each one is the development of vocational proficiency for beginning employment. At the same time, it is necessary to provide for individual differences and to maintain a smooth flowing rotation of units of work. Only through careful planning can such a goal be achieved.

ROBERT THOMPSON, Editor
College of San Mateo
San Mateo, California

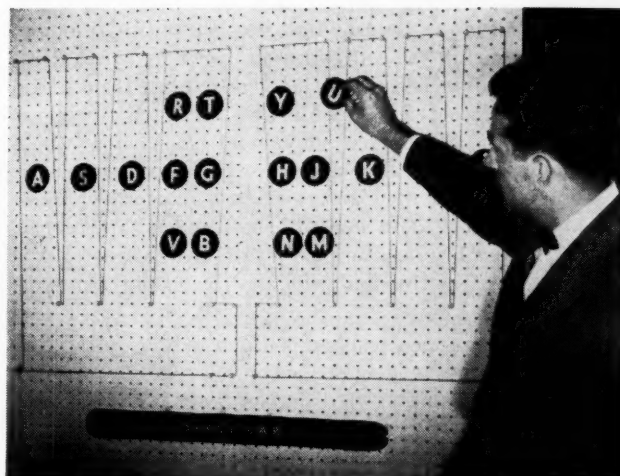
PEG-BOARD PRESENTATIONS ADD FLEXIBILITY TO VISUAL DEMONSTRATIONS

*Contributed by Fred S. Cook, Stanford University,
Stanford, California*

WHILE NO ONE dares to raise his voice against the use of visual aids in our business classes, it is a well-known fact that in many classes even the most elementary aids are not used. It should be emphasized that many times there are extenuating circumstances that preclude the use of elaborate devices. For example, the trend today in our crowded schools is to have the teacher roam or rotate from room to room.

Fortunately, a new type of display material has recently come on the market that should help the conscientious teachers who want to use visual devices. It has been accepted by the do-it-yourself fans for use in the home, workshop, stores, and offices. The material—peg-board, a heavy-duty perforated board, which can easily be cut any desired size and requires no special tools.

As the do-it-yourself fans have discovered, the major advantage of the peg-board material is its versatility. Its application to your business education classes is limited only by your own—or your class'—ingenuity. The initial cost is also relatively inexpensive. For less than \$10 an excellent display board can be permanently constructed and can be used for an indefinite period of time. The recommended size is 4' x 4' which also makes this item portable. This means that you are no longer confined to the limited space available in your "borrowed" classroom—nor are you limited by the fact that you cannot have the room a period or two in advance to set up your display. It enables you to present a display in three dimensions, which means that your display or demonstration will be more meaningful to the students. The legibility of your presentation in bookkeeping, for example, will be greatly enhanced as you will prepare the material in advance (and use it many times) and will not find yourself scribbling meaningless hieroglyphics on the board. It also means that your presentation will be planned—not a spur of the moment lesson. This will also increase the learning that takes place. Peg-board is extremely durable. It can be sawed, planed, drilled, nailed, and bent. Finally, as opposed to a chalkboard, it is glareproof and does not require attention to lighting and shades. It can be used in a fully lighted room, as opposed to projection type materials. All of these factors add up to a medium that the alert teacher will find readily adaptable to his particular class or teaching



SPECIFIC LETTERS . . . Only the new letters are placed on the board. It is easy for students to concentrate on the specific letters which are visible on the pegboard.

situation: versatile, inexpensive, three-dimensional, portable, durable, glareproof, legible—planned presentations.

Peg-board can be used in the typewriting class to present the placement of the various parts of a business letter; to show the relationship between small, medium, and large letters; to mount a ribbon-changing demonstration; or to display a complete keyboard chart.

Mr. Perkins of Seattle developed this board to use in presenting the balance sheet to his bookkeeping class. The "ruling" was made by the use of colored string fastened to the board by means of golf tees. The entries were made on poster cards, and the card clips to hold the entries were placed in the correct position on the board before the class began. Then, after the concepts of the balance sheet had been explained to the class, it was a simple matter to go through the entire balance sheet, step by step, placing each entry in its correct position as he was explaining its function. This is much better than a chalkboard presentation, as Mr. Perkins explains, because the instructor stands to the side of the board and faces the class. Thus, the students not only *see* what is being demonstrated, but they *hear* what is being explained. If there are any questions after the first demonstration, it is very easy to go back through the entire demonstration.

Another instructor developed a portable display board using a felt board on one side and a peg-board on the other. It is still quite portable and can be used for both mediums of presentation.

Shorthand teachers might use it as a basis for presenting brief form drills. For example, a series of flash cards

UNITED SERVICES

MODERN TEACHING AIDS

could be made for each new lesson on brief forms. Instead of writing a poor outline on the board, a perfectly formed outline could be prepared on a flash card and attached to the peg-board. This display could be left on the board during the entire lesson, serve as a recall device, and could be left up until the next brief form lesson was being presented. It could also serve very well on presenting the first day of shorthand. Each new alphabetical outline could be placed on this board at the time it was being presented and wouldn't take up valuable blackboard space. You wouldn't be faced with the problem of having to erase to make room to finish the lesson—thus removing the first outlines from the students' vision.

The office practice teacher could use this quite effectively in giving a demonstration on the duplication process. For example, in discussing stencil duplicating you could have the various parts of the stencil, type cleaner, styli, and correction fluid placed on the board as you were explaining the steps in preparing a stencil.

In the general business class it presents a new medium for class-prepared displays. It's new and different, it enables the students to use objects and specimens more

easily than on a bulletin board and will encourage them to make more effective displays—just as it encourages the teacher to make better demonstrations.

Finally, when giving a lecture, it is possible to prepare flash or display cards for each of the major points and place them on the board at the appropriate points. It adds variety, it draws attention, and it serves as a means of emphasis. The only limitation to the use of this extremely versatile device in almost any class situation is the ingenuity of the classroom teacher.

Any display or demonstration must be planned. Perhaps this is the major disadvantage to the lazy teacher who can walk into the class cold and "tell the students what has to be told" on that day. On the other hand, we know that a well planned and properly presented lesson is much more effective than "off the cuff" teaching.

Any lesson will be more effective if the teacher keeps in mind the following demonstration or display pointers:

1. Plan the layout in advance.
2. Make your material concise—don't overcrowd.
3. Have all material at hand *before* beginning
4. Use color for emphasis.
5. Place it where all can see. (Please turn to page 42)

A BOOK THAT OPENS OFFICE JOB OPPORTUNITIES

NEW 2nd EDITION CLERICAL OFFICE PRACTICE

By Agnew, Meehan, Loso

CLERICAL OFFICE PRACTICE fills the need for a basic, comprehensive course that will prepare students for general office occupations. It covers all the common office duties and procedures except those relating to dictation and transcription. Each unit is built around related subject matter with emphasis on applying skills to job situations. The student is given the "know-how" of clerical occupations and a broad understanding of what goes on in an office.

A workbook, a correlating filing practice set, and a set of achievement tests are available.

**BASED ON AN ANALYSIS OF CITY AND
STATE COURSES OF STUDY AND ON
RESEARCH INVESTIGATIONS OF OF-
FICE PROCEDURES**

SOUTH-WESTERN PUBLISHING CO.

(Specialists in Business and Economic Education)

Cincinnati 27

New Rochelle, N. Y.

Chicago 5

San Francisco 3

Dallas 2

MEARL R. GUTHRIE, Editor
Bowling Green State University
Bowling Green, Ohio

MY FIRST YEAR OF TEACHING BASIC BUSINESS

*Contributed by L. C. Severson, Marston Junior High,
San Diego, California*

IS THIS ALL I HAVE TO WORK WITH? This question summed up my disbelief and amazement as I viewed a textbook, workbook, and teacher's manual prior to the opening of school. The school was located in a suburb of Minneapolis. I was scheduled to teach five hours daily of basic business—a subject with which I had very little contact up to that time.

After considerable thought, I decided to try some of the modern methods that had been given me in college. Having heard that outside materials were needed, a list of sources where free booklets, charts, and the like could be secured was compiled. Each day letters were written to the many concerns and agencies.

The classes were astounded by the statement that we would not follow the textbook chapter by chapter. Many possible topics were listed on the chalkboard and the students were asked to rate the topics under one of the following: (1) would like to study the topic, (2) would not like the topic, (3) indifferent to the topic. After a discussion of these topics, a vote was taken. The results showed some subjects the teacher thought would rate highly received a low vote and vice-versa. With the pupils realizing they had a hand in choosing what they would learn, the interest was running very high. The class got off to a flying start with a study of banking.

Among other things, we believed a field trip to be desirable and visited a local bank. This is where the first mistake was made. Imagine, if you will, five straight classes of thirty-five boys and girls trooping through the bank with each class taking one-half hour's time, and you will realize how perplexed the banker was at the end of the day. Next year this field trip will be planned differently.

Pupil Initiative

From banking we switched to a unit on handling money and checks. Here we were faced with a need for money and a cash register to carry out a role playing stint. Here we used part play money along with some real (my available bank roll) money. A cash register was improvised by taking an adding machine and placing it on top a coin tray from the school cafeteria. This worked very well. It was in this unit that I learned a great deal about my pupils.

It was soon evident that we should have a bulletin board exhibit. So remembering the admonition "let the students do the work" from my basic business methods

class, a request was made for volunteers. Two days later it was a most thrilling experience to walk into the classroom and find a very attractive exhibit of money from other countries.

For a study of local businesses, we departed entirely from our textbook. An opaque projector was brought in and historical facts leading up to our study were displayed on the screen. The pictures showing Main Street of yesteryear created much interest. It was felt that a field trip was needed despite our bank fiasco. Here a valuable lesson was learned when I decided to put the problem up to the pupils. The first class offered the solution by showing that thirty heads were better than my one. The plan was for us to divide into five groups, each visit a business, and report the findings back to class. Again we voted—this time on which business to visit—and this time the trip was a success. While I had to spend some time contacting the firms selected, the warmth with which the project was received more than made up for my trouble. After the trip was over, each firm told us they enjoyed the visit, too.

Pupil-Teacher Planning

By now, used to operating as a pupil-teacher team, we swung into a study of wise buying. We finished the unit with a visit to the "Anoka Junior High School Used Car Lot" (the faculty parking lot), and considered how to buy a used car. Interest ran very high as members of the classes went over the cars with a fine tooth comb. In the classroom, we also had some props. A Minneapolis wholesale drug firm contributed some empty boxes of hair-oil, medicine, home permanents, and others giving us a chance to study labels.

Insurance had drawn a very low vote as a topic, but there was a definite need for knowledge in this area. This is one of the instances where the free materials campaign began paying off. The Institute of Life Insurance sent 180 copies of their workbook, "Blueprint for the Future." Along with the textbook, this booklet and others proved very helpful.

We also decided to invite our first outside speaker and called upon a large national life insurance company for help. At the appointed hour, a representative arrived and brought first-hand information into our classroom. We also secured a good film for this study, one of many seen by us during the year.

That is the story up to the time of this writing. Our future holds much in store for us. Those supplementary materials have filled my shelves for the interesting study of other units. The first year of teaching was full of surprises both pleasant and otherwise, but above all, I now have faith in pupil-teacher planning.

UNITED SERVICES

DISTRIBUTIVE OCCUPATIONS

WARREN G. MEYER, Editor
University of Minnesota
Minneapolis, Minnesota

SUGGESTIONS ON THE ORGANIZATION OF AN ADULT DISTRIBUTIVE EDUCATION PROGRAM

*Contributed by Roman F. Warmke, Colorado State
College of Education, Greeley, Colorado*

THERE IS a considerable difference between organizing and administering an adult program in the metropolitan area and in a small community. There are, however, certain similarities in procedure that can be followed in communities of all sizes. The purpose of this article is to suggest a simple procedure for the evening school coordinator. The contributor conceives eight steps in the organization and promotion of the adult distributive education program. These steps are:

1. Survey of the community
2. Sell the program to administrators and staff members
3. Sell the program to business groups
4. Organize a steering committee
5. Initiate pilot courses
6. Organize an advisory committee
7. Plan a long-range program
8. Determine a public relations program.

SURVEY OF THE COMMUNITY. In many instances there is neither the time nor the money available to complete an adequate formal community survey. An informal or "running" survey which reveals the interest and need for adult courses must suffice. In the beginning stages of the program's development, essential information will come largely from personal contacts. As the program matures, a committee may be organized to help with a systematic survey. The Chamber of Commerce or some similar group may act as a co-sponsor.

The survey of community needs should be a continuous project, consisting of information that is gleaned day by day through contacts with business leaders, parents, students, educators, and other interested persons. The purpose is to keep abreast of current business developments. Informal questionnaires and interviews may be used from time to time as supplementary sources of information.

SELL THE PROGRAM TO ADMINISTRATORS AND STAFF MEMBERS. School administrators are usually interested in facts and figures. It is well for the coordinator to have a list of figures pointing out the need for the adult program. He will find this especially helpful if he is asked to report to the board of education. Most educators appreciate the need for the program if they are approached through their personal frames of reference. Consequently, the arguments used to sell the program to

educators will differ from those used to sell the program to businessmen.

SELL THE PROGRAM TO BUSINESS GROUPS. Normally it is quite easy to interest business groups in this type of education. Businessmen have a natural interest in the program because they can see certain benefits that they will derive from it. Almost every community has at least one "spark plug." There is usually a person whose leadership other businessmen respect and have a tendency to follow. It is well for the coordinator of the adult program to work closely with this person.

ORGANIZE A STEERING COMMITTEE. After an adequate amount of initial promotion has been done and businessmen are somewhat aware of the benefits of this type of education, it is time for the coordinator to establish a steering committee. This group can consist of a rather large number of persons. No restrictions need be made as to size. Any and every person who has shown interest in the program should be cordially invited to serve on the steering committee. It is generally well to have the school administrators present at the meetings of this group.

The steering committee should realize that it is to serve in a temporary capacity. It is the function of this committee to help promote and organize the adult business education program. The second job of this group is to aid in the selection of a permanent advisory committee. The steering committee generally serves for about one year.

INITIATE PILOT COURSES. With the advice of the steering committee the coordinator should select courses to initiate the program. The steering committee members can advise him concerning what courses are most needed at any given time. As part of the initial pilot courses, an attempt should be made to explain and convince the enrollees of the benefits that can be derived from a long-range adult program.

ORGANIZE AN ADVISORY COMMITTEE. An advisory committee may be appointed from the membership of the steering committee. It is recommended that this group be small in number. Five or seven members is preferable. This advisory committee should be fully aware that its function is not policy-forming. One person from the school should act as a liaison member. The function of the committee is to advise the school. Consequently, the liaison member should never serve in an official capacity or have voting rights.

It is unlikely that once a person has used an advisory committee he will consider operating a program without
(Please turn to page 42)

UNITED SERVICES

OFFICE STANDARDS AND COOPERATION WITH BUSINESS

FRED C. ARCHER, Editor
St. Cloud State Teachers College
St. Cloud, Minnesota

BUSINESS RESEARCH SHOWS HOW TO IMPROVE INSTRUCTION

Contributed by Robert G. Benson, Delano High School, Delano, Minnesota

THE EXPECTATIONS AND ATTITUDES of employers as reflected by personnel administrators are of extreme importance to a business teacher in the effective preparation of his business-bound students. Consequently, when the opportunity arose to work with the personnel department of a large firm in a survey of what made clerical workers leave their organization, I was eager to undertake the job so that I could apply the findings to my own teaching.

Space limitations do not permit the reproduction of the entire survey. However, the replies to three key questions are shown below: (Not all respondents replied to all questions. Some gave more than one answer.)

- A. "What was your main reason for leaving?"
1. Dissatisfaction with the company—10
 - a. Supervisory difficulties—5
 - b. Low pay—3
 - c. Uninteresting work—2
 - d. Too much work—1
 - e. Working under production system—1
 2. Pregnancy—8
 3. Marriage—6
 4. Moved out of area and armed services obligations—6
 5. To attend college—2
 6. Illness—2
 7. Asked to leave—2
 8. Retirement—1
- B. "What did you especially like about your employment?"
1. Job assignment—19
 - a. Work was interesting—13
 - b. Good hours—4
 - c. Feeling of responsibility—2
 2. Fellow workers—16
 - a. Easy to work with—10
 - b. Very friendly—7
 - c. Always ready to help out—1
 3. Company-employee relations—9
 - a. Many liberal benefits—6
 - b. Friendly employers—3
 - c. Fair and liberal treatment—2
 - d. Good company to work for—2
 4. Supervisors—9
 - a. Fairness of supervisors—4
 - b. Easy to work with—4
 - c. Supervisors were understanding—2
 - d. Supervisors were well qualified—1
 5. Good pay scale—3
 6. Pleasant surroundings—3
 7. Opportunity for advancement—3
 8. Opportunity for clerical training—3
- C. "What did you especially dislike about your employment?"
1. Operations—11
 - a. Working under production system—3
 - b. More than one boss—2

- c. College trainee for boss—1
 - d. Not enough people to do work—1
 - e. Spasmodic work load—1
 - f. Working briefly at jobs of vacationing co-workers—1
 - g. Sameness of work routine—1
 - h. Inability to locate needed records when answering telephone requests for information—1
2. Nothing to be said against company—10
 3. Supervision—8
 - a. Supervisors not qualified for job—4
 - b. Supervisors unable to "get along" with workers—3
 - c. Supervisor checking too closely—1
 - d. Poor over-all supervisory conditions—1
 4. Physical plant—7
 - a. No air conditioning—3
 - b. Poor ventilation and excessive heat—3
 - c. Poor building facilities—1
 - d. Lack of privacy—1
 5. Financial considerations—5
 - a. Low pay—4
 - b. Low schedule of raises—1
 - c. No time and one-half for overtime—1
 6. Training—2
 - a. Improper training—1
 - b. Insufficient training—1

IMPLICATIONS FOR THE BUSINESS TEACHER

On the basis of the findings of this survey, it would seem that all high-school business teachers are in a position to make some definite contribution to the solution of the problems of clerical employment. The major emphasis would probably best be directed toward improving the quality of clerical course offerings so that students will be more adequately prepared and realistically conditioned for successful on-the-job performance. **SUCCESS IS SKILL PLUS.** In his office practice class the teacher should probably be striving as much for integration of basic understandings and attitudes in the pupil as for integration of skills. While skill competence is essential, the survey demonstrates quite clearly that the ability to "get along" in the office situation is of major importance in successful job performance and worker satisfaction.

SUPERVISION. One employer was faced with some unfavorable reaction toward its supervisory program. The business teacher could use these expressions of dissatisfaction upon which to base a program of classroom discussion and thus provide a very real and valid starting point for effective pupil orientation on the various aspects of office supervision. Several of the firm's former workers were quite critical of the supervisor with whom they worked. Ten per cent of the former clerical employees said that the supervisor was "not qualified for the job," and 7.5 per cent said that the supervisor was "unable to get along with the workers."

Granted that many of the firm's supervisors may leave something to be desired, perhaps some of the friction

could have been generated and perpetuated by the individual worker. If the worker had been better prepared and conditioned to meet the realities of office supervision, there might have been a considerable lessening of the pressure between supervisor and worker. Teaching the student how to get along with supervisors will help him to adjust more adequately to the office situation.

OFFICE ETIQUETTE. The office worker needs to be able to "get along" not only with the supervisor, but with his fellow workers as well. The remarks of former workers about the friendly atmosphere and the congenial co-workers point up the importance of desirable character and personality traits in office workers. Again, the office practice class can provide the prospective worker with the opportunity to acquire and develop these desirable traits.

If the student is to become a competent worker, he must be able to function effectively in the constantly shifting emotional current that is a part of the office environment. The ability to cooperate, even in the face of noncooperation and antagonism from others, will do much to assure the student of a successful career in business. The office practice class can provide any number of opportunities for the development of the ability to "get along," and can serve as a clearinghouse for ideas and information on office etiquette. Every session of the

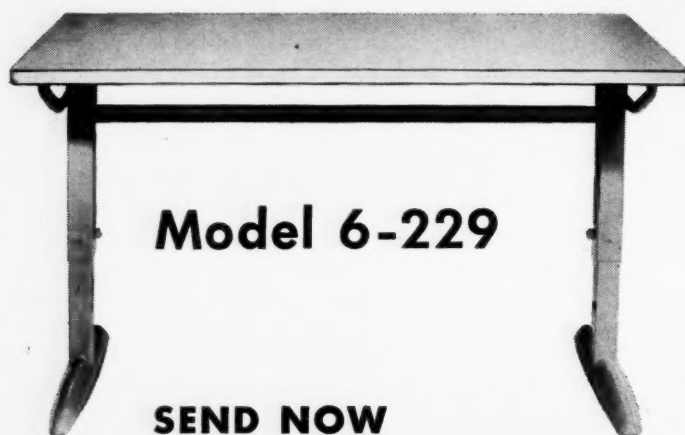
class will provide some point of discussion and opportunity for demonstration on the subject of good office manners. The office practice teacher must be ready to cultivate this social skill at every opportunity.

PRODUCTION SYSTEM. Probably the most disturbing factor of the firm's office routine was the use of production rating. Seven and one-half per cent of the respondents disliked their work with the organization because of the use of the work measurement plan. While many office practice teachers attempt to evaluate student performance through some form of production rating, most plans seem to bear little resemblance, either in scope or application, to systems in actual use. The use of a production rating system in the modern office can easily cause discontent if there is a misunderstanding of its purpose and methods of application. A classroom plan, similar to those in general office use, will do much to prepare the student successfully to meet the demands of the office rating plan.

When working with the production rating plans the student should become familiar with another aspect of the office routine, the "work load." The flow of paper work and other office activities is subject to variables of both amount and urgency. The student must realize that there are slack periods followed by periods of

(Please turn to page 42)

Look who makes the most versatile table in "educationdom"



Model 6-229

SEND NOW

for complete information on the Model 6-229
ADJUSTEZE table and other years-ahead business
education furniture. Write Dept. F.

INTERSTATE DOES!

ADJUSTEZE
FULLY ADJUSTABLE TABLE

Interstate makes the Model 6-229 Adjusteze table with sturdy steel base construction. So it takes the weight of large calculating machines. Interstate gives it a roomy 24" x 48" top. So it's a perfect bookkeeping, conference or 2-student study table. Interstate designs it to go up and down easily and quickly from 19" to 31". So it can suit the height of all your students — short, medium or tall. Here, indeed, is a table with a uniquely versatile personality and with the exceptional durability required to stand up under years of hard classroom use.

Interstate **ADJUSTEZE CORP.** 805 East Center Street — Anaheim, California

Professional Participation Is Important!

Can you imagine a basketball team winning many games when only the five men on the floor have an interest in the outcome of the game? A winning team must have a following—howling fans who fol-

low the team, energetic cheerleaders, financial supporters, a strong bench, and a fine coaching staff. In a way your United Business Education Association is the same—it needs your enthusiastic support and the active backing of each business educator.

Not only should all business educators attend the UBEA unified regional and UBEA affiliated association meetings, but they should also participate actively in discussions, ask questions of persons on the program, accept program and committee assignments, represent business education in meetings of educational groups, tell other business teachers why they should support their profession, contribute articles to the professional magazines, and voice their opinions regarding matters in education. To be a leader, one must act a leader.

It is hoped that each state will examine its potential membership of teachers whose primary interest is business education, then set as its goal a minimum of 50 per cent of this figure as active members of the Associations United. By active participation, we mean that these business teachers should not only provide the financial support needed by their membership, but contribute also, to the professional support which your national, regional, and state associations need by doing important things for business education.

The regional and state membership chairmen are to be congratulated on the excellent progress which is being made toward achieving the membership goals. They are also to be congratulated upon the development of a fine professional spirit among the members in their respective areas. This should be only the beginning of a marked improvement in professional activities.

Membership in the United Business Education Association is important—Yes! Very important. However, the participation in the affairs of the Association in particular and in business education in general is also very important.—E. C. MCGILL, UBEA President

UBEA Salutes . . .

. . . D. D. Lessenberry

D. D. Lessenberry, professor of education at the University of Pittsburgh, received the 1955 John Robert Gregg Award in Business Education. This annual award, includes a citation in testimony of the recipient's contribution to business

Council to Meet in Chicago

The regular meeting of the National Council for Business Education will be held February 18-19 at the Conrad Hilton Hotel in Chicago, following the close of the Joint Convention of the UBEA Divisions. Suggestions from members for improving the services of UBEA and for carrying out the aims of the Association are solicited. Suggestions should be sent to the Executive Director for presentation in his semi-annual report to the Council.

education and a cash gift of \$500, both supplied by the Gregg Publishing Division, McGraw-Hill Book Company, Inc. In conferring this year's honor on Doctor Lessenberry, the Chairman of the Administrative Committee for the Award, Helen Reynolds of New York University, read the following citation, which is inscribed upon a scroll:

"TO DAVID DANIEL LESSENBERRY—For his notable contributions as an educational philosopher, as a dynamic and magnetic teacher, and as an inspiring speaker; for his enduring and effective efforts toward the improvement, expansion, and enrichment of business education; for his resourceful pioneering in, and enhancement of, new and better patterns of business-teacher training; for the eminence he has so deservedly attained in the field of typewriting instruction, to which he not only has contributed vigorous methods and quality materials but also has brought professional stature and social significance; for his responsible leadership in the interests and activities of business education associations; and for those warm and exemplary qualities of character, integrity, and personality that have influenced and inspired thousands of business teachers to share his devotion to education and youth."

In establishing the John Robert Gregg Award, the Gregg Publishing Division of McGraw-Hill defined its purpose in the following phrase: "To stimulate, encourage, and reward outstanding contributions to the advancement of business education."

UBEA salutes Dr. Lessenberry for the many honors bestowed upon him in recognition of his services to business education. He is a charter member of UBEA and was a member of the Executive Committee of the Association in 1946-47. He has contributed many valuable articles to the UBEA publications—the FORUM, QUARTERLY, and NABTTI BULLETINS.

Announcing . . . A Professional Award

The Smead Manufacturing Company, of Hastings, Minnesota, in cooperation with the United Business Education Association, announces the 1956 professional award available to business education graduates.

The award is to be made to the outstanding graduate of the business education curriculum at each of the teacher-education institutions which are members of the National Association of Business Teacher-Training Institutions.

The UBEA-Smead Award for Outstanding Achievement consists of:

1. A one-year PROFESSIONAL membership in UBEA which includes Comprehensive Service—full active privileges in the united associations and the four UBEA Divisions plus a year's subscription to the BUSINESS EDUCATION FORUM, THE NATIONAL BUSINESS EDUCATION QUARTERLY, bulletins, and special membership releases.

2. A bound volume of the FORUM covering the publication year completed in May.

3. A special leather-covered binder for filing issues of the FORUM for future reference. The winner's name will be embossed in gold on the cover of the binder.

The Smead Manufacturing Company, producer of the new Smead Instructional Unit for Filing and over 3,400 other items of filing supplies, sincerely hopes that the award will help teacher-trainers to stimulate professional interest and development through active participation in professional organizations.

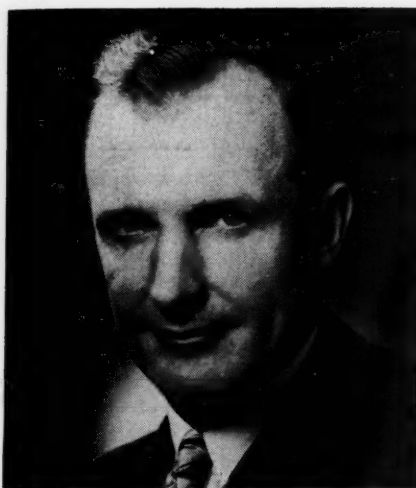
Select your candidate early to insure availability of embossed binder and contents in time for your honors day program. Send your nomination to Dr. Fred C. Archer, State Teachers College, St. Cloud, Minnesota, Chairman of the Special UBEA Award Committee.

The UBEA-Smead Award for Outstanding Achievement meets a long standing need for an award with a truly professional emphasis. Be sure to take advantage of it. Act now!

UBEA IN ACTION



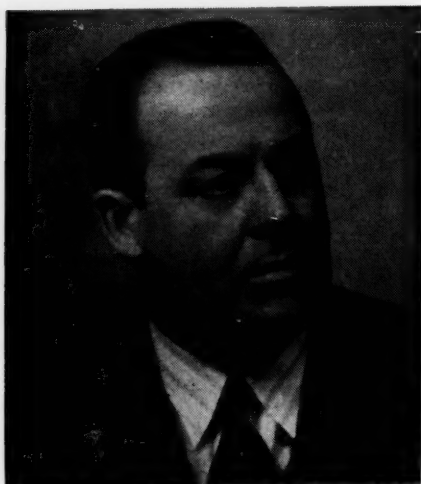
FRANCES DOUB NORTH, Western High School, Baltimore, Maryland
Eastern Region, 1955-1958



MILTON C. OLSON, New York State College for Teachers, Albany
Eastern Region, 1953-1956



LEWIS D. BOYNTON, Teachers College of Connecticut, New Britain
Eastern Region, 1954-1957



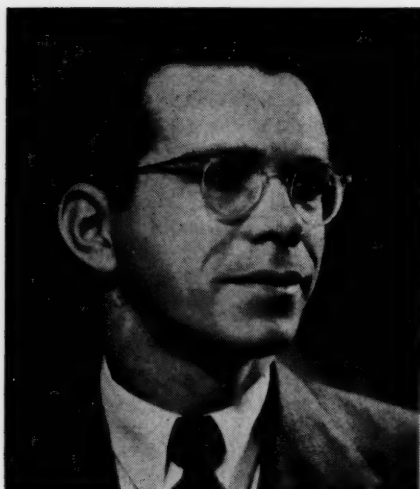
J. FRANK DAME, Florida State University, Tallahassee
Southern Region, 1953-1956



VERNON A. MUSSELMAN, University of Kentucky, Lexington
Southern Region, 1954-1957



FRANK M. HERNDON, Mississippi State College for Women, Columbus
Southern Region, 1955-1958



MEARL R. GUTHRIE, Bowling Green State University, Bowling Green, Ohio
Central Region, 1954-1957



LLOYD V. DOUGLAS, Iowa State Teachers College, Cedar Falls, Central Region, 1953-1956, CRUBEA Chairman



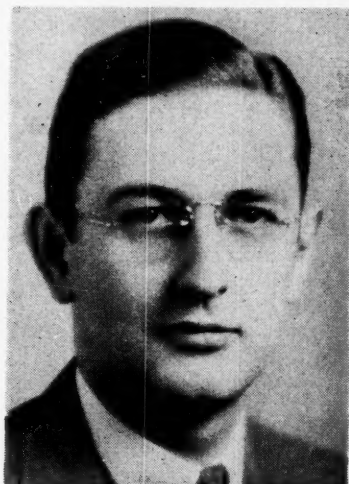
FRED C. ARCHER, State Teachers College, St. Cloud, Minnesota, Central Region, 1955-1958, Research President

NATIONAL COUNCIL MEMBERS

SERVING BUSINESS EDUCATION . . .

Representing

- City and State Supervisors
- High School Teachers
- College Teachers



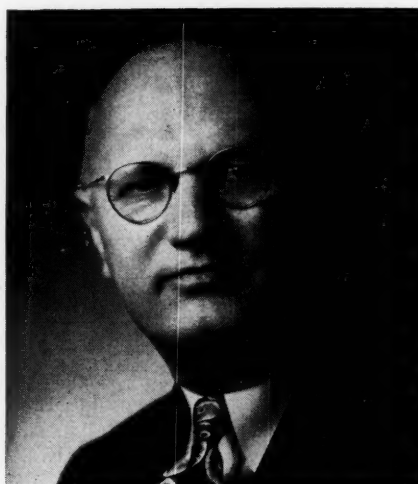
ALBERT C. FRIES, University of Southern California, Los Angeles
Western Region, 1954-1957



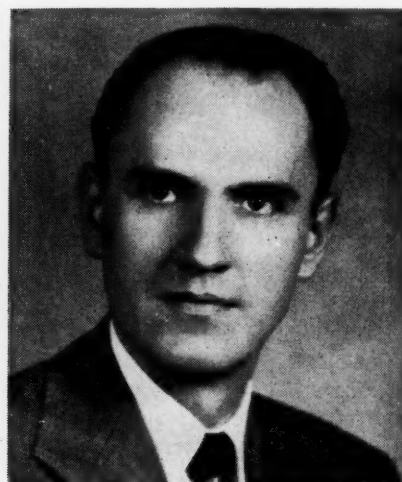
S. JOSEPH DEBRUM, San Francisco State College, San Francisco, California
Western Region, 1955-1958



DOROTHY H. HAZEL, Brookings High School, Brookings, South Dakota
Mountain-Plains Region, 1954-1957



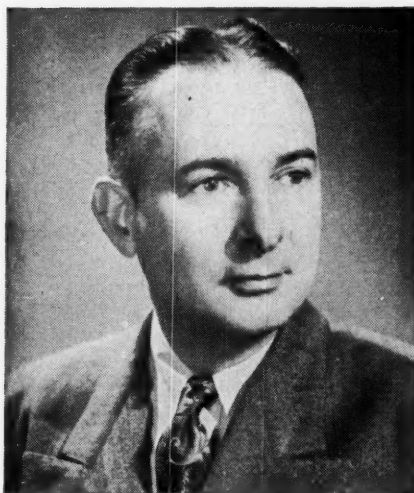
CLYDE I. BLANCHARD
Tulsa, Oklahoma
MPBEA President, 1955-56



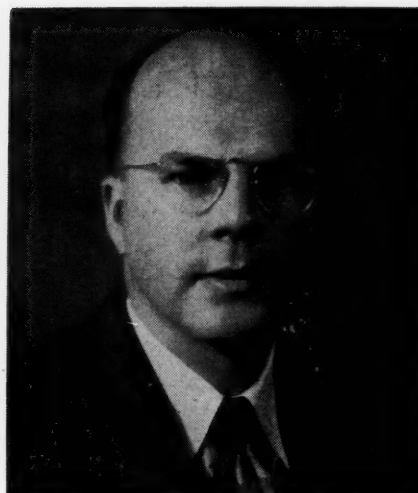
KENNETH HANSEN, Colorado State College of Education, Greeley
Mountain-Plains Region, 1955-1958



LEWIS R. TOLL, Illinois State Normal University, Normal
NABTTI President, 1955-1957



PARKER LILES, Atlanta City Schools, Atlanta, Georgia
ADMR. President, 1955-1957



HARRY HUFFMAN, Virginia Polytechnic Institute, Blacksburg
NABTTI Past-President

UBEA IN ACTION

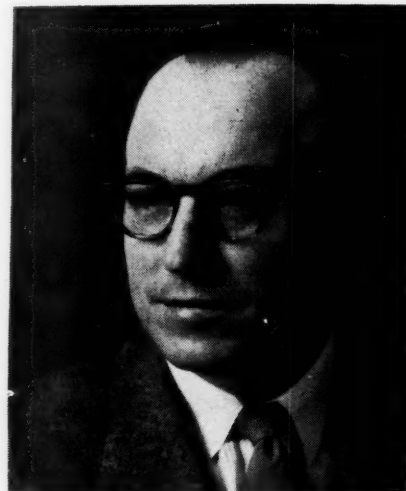
SERVING BUSINESS EDUCATION...

In All Areas and
At All Levels

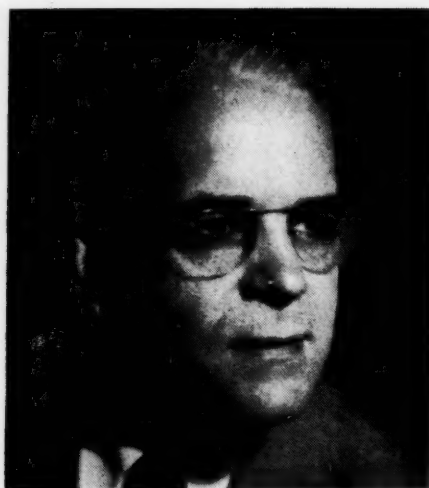
- International
- National
- Regional
- State
- Local



E. C. MCGILL, Kansas State Teachers
College, Emporia
Mtn.-P. Region, 1953-1956. UBEA Pres.



THEODORE YERIAN, Oregon State College,
Corvallis, Western Region, 1953-1956
UBEA Vice President



HOLLIS GUY, NEA Educational
Center, Washington, D. C.
UBEA Executive Director



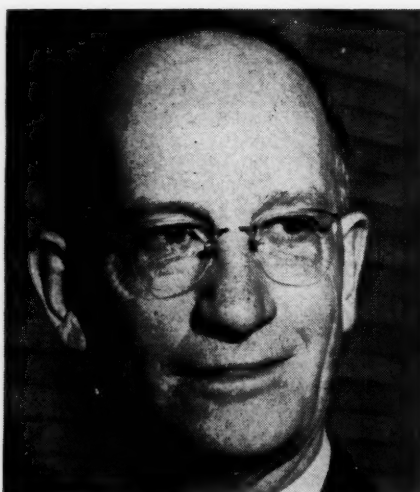
THEODORE WOODWARD, George Peabody
College for Teachers, Nashville, Tenn.
UBEA Past-President



DOROTHY TRAVIS, Central High School and
University of North Dakota, Grand Forks
UBEA Treasurer



GLADYS E. JOHNSON, Central High
School, Little Rock, Arkansas
SBEA President, 1956



VERNER L. DOTSON, Seattle City
Schools, Seattle, Washington
WBEA President, 1955-56



DOROTHY VEON, The Pennsylvania
State University, University Park
ISBE President, 1955-1957

AFFILIATED, COOPERATING, AND UBEA REGIONAL ASSOCIATIONS

The announcements of meetings, presentation of officers, and special projects of affiliated, cooperating, and UBEA regional associations should be of interest to FORUM readers. An affiliated association is any organized group of business teachers which has been approved for representation in the UBEA Representative Assembly. A UBEA regional association is an autonomous group operating within a UBEA district which has unified its program of activities with UBEA and has an official representative on the UBEA National Council for Business Education. A cooperating association is defined as a national organization or agency for which the UBEA National Council for Business Education has established a coordinating committee.

EASTERN REGION

Maryland

Wylie W. Burgess, Jr., Suitland Senior High School, Suitland, Maryland, is the new president of the Maryland Business Education Association. Other officers include: Mary Tronsue, Eastern High School, Baltimore, vice president; Eleanor B. Miller, Franklin High School, Reisterstown, secretary; and Albert J. Sgro, Milford Mill High School, Baltimore, treasurer.

James G. Brown, 1955 president, presided at the annual luncheon meeting held recently in the Calvert Ballroom of the Lord Baltimore Hotel.

Gordon L. Lippett, acting director, National Training Laboratories, Division of Adult Education Service, NEA, was the guest speaker. Dr. Lippett's subject was "How to Uncover Leadership Potentials in Business Education." In his talk, he included concepts of leadership, ways of recognizing youth leaders, and ways of developing youth leaders.

SOUTHERN REGION

Arkansas

The Arkansas Business Education Association met Thursday, November 3, in the Coach Room of the Hotel Marion in Little Rock. The meeting began with a luncheon which was followed by a program and business session.

Values in business education were discussed by a panel composed of NOMA members with Gladys E. Johnson serving as moderator. Nelle McCutcheon gave a report of FBLA activities.

Officers elected for 1955-56 are: president, Ethel Hart, Fairview High School, Camden; vice president, Betty Orr, Ouachita College, Arkadelphia; secretary, Nadine Morcom, North Little Rock High School, North Little Rock; and treasurer, Ruby Croom, Central High School, Little Rock. District chairmen are: Nelle McCutcheon, Harrison High

School, Harrison; Melvin Sims, Arkansas State College, Jonesboro; Houston Speck, Southern State College, Magnolia; and Birdie Baxley, North Little Rock High School, North Little Rock.

Representatives elected to attend the UBEA Representative Assembly in St. Petersburg were Mildred Brading, Little Rock Vocational School, Little Rock; and the president, Ethel Hart.

West Virginia

The West Virginia Business Education Association held meetings in three regions of the state during the month of October.

Nora Goad, president of the association, presided over each of the regional meetings. The speaker at the Huntington and Parkersburg sessions was Madeline Strony, of the Gregg Publishing Division of McGraw-Hill Book Company. Mrs. Strony spoke on "Personality and Skills as Factors in Employment."

Harlan B. Miller, director of the Educational Division, Institute of Life Insurance, New York, was guest speaker at the Clarksburg session. Dr. Miller's subject was "Improving Our Business Education Program Through the Cooperation of Business and Education."

Reed Davis of West Virginia Institute of Technology and state representative of UBEA-SBEA, attended the Huntington meeting and spoke in behalf of UBEA-SBEA. Alberta Anderson and Edward Moore of West Virginia Institute of Technology attended the regional meetings in Parkersburg and Clarksburg and spoke on UBEA-SBEA services.

Mississippi

Plans are well underway for the 1956 annual meeting of the Mississippi Business Education Association to be held March 16 in the Library of the Central High School, Jackson.

The program will consist of a guest speaker followed by sectional meetings at which time basic business educational problems will be discussed.

Tennessee

At the October meeting of the Middle Tennessee Business Education Section of the Tennessee Education Association, the following officers were elected: president, Minnie Belle Owens, Hume-Fogg High School, Nashville; vice president, Margaret Old, Lawrenceburg High School, Lawrenceburg; and secretary-treasurer, Mrs. Dave Huddleston, Central High School, Cookeville.

Louisiana

The annual meeting of the Business Education Section of the Louisiana Education Association was held in Alexandria on November 20-21, with the president, Andrew H. Ferguson of Marion, presiding. Dan Lessenberry, University of Pittsburgh, spoke to the group on the subject "Teachers of Distinction."

A special feature of the program was to recognize all past presidents of LBEA. They were platform guests during the general session. The women were presented corsages, and the men boutonnieres. All local presidents of FBLA chapters in Louisiana were invited to attend the meeting and were guests of the Guaranty National Bank of Alexandria at the luncheon. At the close of the meeting, the students were introduced and presented to the past presidents and to Dr. Lessenberry.

A panel discussion on motivating devices for teaching major business subjects followed the luncheon. Irol W. Balsley, Louisiana Polytechnic Institute, served as chairman. The topics and discussants were: bookkeeping—Jewel Watson, Northeastern State College; clerical practice—Louise Beard, University High School, Baton Rouge; general business—Kenneth Durr, Northwestern State College; shorthand—Marie Louise Franques, Southwestern Louisiana Institute; and typewriting—Ervin A. Johnson, McNeese State College.

Gladys Peck, State Supervisor of Business Education, Dr. Lessenberry, and Richard Clanton, Assistant State Supervisor of Business Education, served as judges of a contest between the panelists and the members of the audience.

IN ACTION

The contestants described briefly their best motivating devices. Many interesting and unique devices were presented.

Officers elected at the meeting are: president, Ruth Bruner, Northwestern State College, Natchitoches; vice presidents, E. N. Wooten, *Northern District*; Oneil G. Decoteau, *Southeastern District*; Mrs. F. J. Nugent, *Southwestern District*; and Jennie Wilkie, *Central District*; treasurer, Polly Lou Hicks, Boyce High School, Boyce; secretary, Eunice Kennedy, Natchitoches High School; college representative, Wilbur Lee Perkins, Northeastern State College, Monroe; high school representatives, Leona Padden, Merryville High School, Merryville; and Louise Kenney, Baton Rouge High School, Baton Rouge.

CENTRAL REGION

Iowa

"Problems in Business Education" was the theme of the joint meeting of CRUBEA and the Iowa Business Education Association which was held recently in Des Moines. The program opened with a business meeting followed by a noon luncheon attended by over 300 persons. Enos Perry, Chicago Public Schools, addressed the group on "Problems in Connection with Business Education." Dr. Perry discussed the business education curriculum of the present day, the weaknesses found in today's business teachers, and the qualities the superior teacher must possess.

Officers elected at the meeting are: president, James T. Blanford, Iowa State Teachers College, Cedar Falls; vice president, Kenneth Griffin, Mason City High School; secretary, LuVella Steuk, Fort Dodge High School; and treasurer, Clair Rowe, Algona High School.

The following persons were elected district representatives to the IBEA executive board: *Southwest*—Ethel Black, Atlantic High School, one year; *Central*—Carl S. Millsap, Amos Hiatt Junior High School, Des Moines, three years; *North Central*—Paul Phillips, Eagle Grove High School, three years; and *South Central*—Hilda Hiatt, Creston Junior College, three years.

The meeting closed with a series of discussion groups. The groups were devoted to problems of beginning business

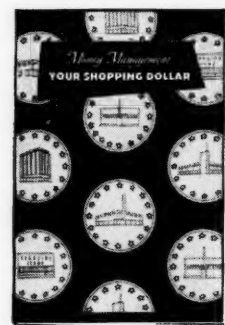
teachers, co-curricular activities, distributive education and office co-op programs, curriculum construction, and guidance in business education.

Five representatives of the Central Region of UBEA attended the Iowa meeting. These representatives served as consultants to the discussion groups. The

representatives included: Merea Williams, University of Missouri; Mearl Guthrie, Bowling Green (Ohio) State University; Fred Archer, St. Cloud (Minn.) State Teachers College; Vernal H. Carmichael, Ball State Teachers College; and Wilmer Maedke, Northern Illinois State College.

NEW! COMPLETELY REWRITTEN!

Money Management, Your Shopping Dollar



The ability to obtain the best buy with the least expenditure of time and effort is the goal of wise shopping. "Money Management, Your Shopping Dollar" is packed with information on: where to shop, when to shop, how to judge merchandise, how to read labels intelligently, and how to understand payment plans. This booklet is especially applicable to classroom use because it links personal shopping problems with the broader aspects of our over-all national economy.

YOUR OWN COPY FREE!

We feel that you will find this new booklet valuable in your teaching of money management. It has been prepared with the help and enthusiastic approval of educators, business leaders and consumers.

Gene Ann Hauer
Director, Consumer Education Dept.
Household Finance Corporation

Practical Guides for
Better Living
Consumer Education Department
**HOUSEHOLD
FINANCE**
Corporation



FREE! New Booklet—"Your Shopping Dollar"
Household Finance Corporation
Consumer Education Dept. No. 25-2-56
919 N. Michigan Ave., Chicago 11, Ill.

Please send me my free copy of "Money Management, Your Shopping Dollar." I would also like _____ copies at 10¢ each and a free copy of the Money Management Program folder.

Name _____

Address _____

City _____ Zone _____ State _____

The Western News Exchange

Published by the Western Business Education Association, a Region of UBEA

Volume III

Spring 1956

Number 2

Convention Highlights

Western Business Education Association

TWENTY COMMITTEES have been at work during the summer and fall planning and preparing for the Convention of the Western Business Education Association in Seattle, March 29, 30, and 31. Enthusiasm is running high. Some unusual features have been developed for this convention. One is the in-plant seminars on Friday afternoon. You will select the company you wish to visit when you register at the convention. Then Friday noon, before the plant visitation, each seminar group will lunch together at one of the many places carefully selected for food and atmosphere. Friday evening's banquet will feature foods of the Northwest. The two sessions of "Typewriting for the Handicapped" will include demonstrations of methods and equipment by blind students and those suffering from such difficulties as palsy and paralysis.

The Business Film Festival, with continuous showing both Friday and Saturday mornings, will give you an opportunity to preview your selection of the latest films. A large number of companies will exhibit instructional materials, visual aids, business machines, office furniture, and educators' furniture. Turn the page and see the program. Note the number of teacher and student demonstrations of classroom methods and the large number of outstanding speakers.—VERNER DOTSON, *President*

Annual Convention

Seattle

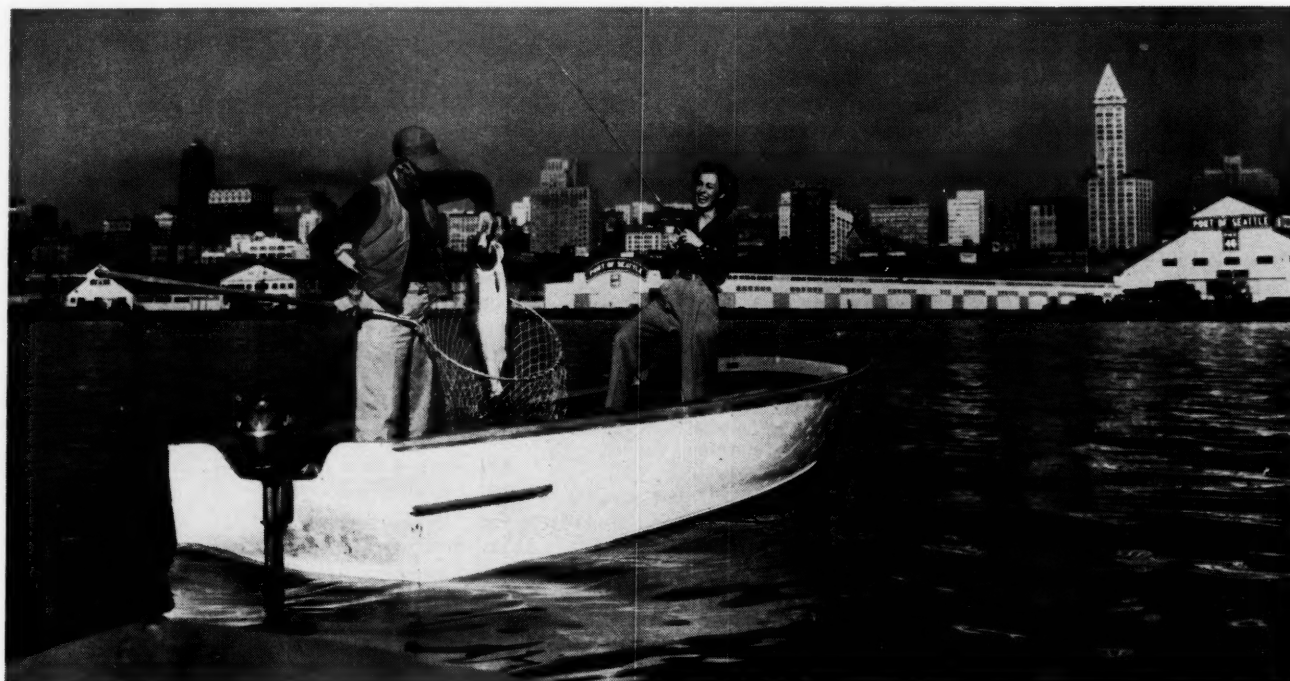
Washington

March 29, 30, and 31, 1956

Welcome to

the

Pacific Northwest



WESTERN BUSINESS EDUCATION ASSOCIATION-

Featuring: • Automation • Industrial Seminars • Panel Seminars • T

CONVENTION PROGRAM

THURSDAY, MARCH 29

9:00 a.m. **UBEA Representative Assembly, Western Regional Meeting**

PLACE: Student Union Building, University of Washington

PRESIDING: E. C. McGill, Professor of Business Education, Kansas State Teachers College, Emporia, Kansas; President, UBEA

ROLL CALL and Accrediting of Delegates of Affiliated Associations—Hollis Guy, Executive Secretary, UBEA, Washington, D. C.

BUSINESS SESSION

12:00 Noon **Luncheon—Western Washington Business Education Association**

PLACE: Student Union Building, University of Washington

PRESIDING: Inez Moore, Lincoln High School, Tacoma; President, WWBEA

BUSINESS MEETING

2:00-5:00 p.m. **Convention Registration**

PLACE: Student Union Building, University of Washington

3:00-4:30 p.m. **Reception and tea for all WBEA members, guests, and exhibitors**

PLACE: Student Union Building, University of Washington

6:00 p.m. **Banquet**

PLACE: Ballroom, Student Union Building, University of Washington

PRESIDING: Verner Dotson, Director of Business Education, Seattle Public Schools; President, Western Business Education Association

WELCOME: Pearl A. Wanamaker, Superintendent of Public Instruction for the State of Washington
Ernest W. Campbell, Assistant Superintendent in Charge of High Schools, Seattle Public Schools

KEYNOTE ADDRESS: Robert Slaughter, Vice President and General Manager, Gregg Publishing Division, McGraw-Hill Book Company, Inc., "The Dimension of Personality in Teaching," an inspirational address which will show how to use the resources of personality in obtaining maximum effectiveness in education.

FRIDAY, MARCH 30, 1956

SECTION MEETINGS

PLACE: Roosevelt High School, 15th Avenue N.E. and East 66th Street

9:00 a.m. **BUSINESS FILM FESTIVAL** in room 228 will operate continuously from 9:00 a.m. to 11:50 a.m. Schedule showing exact time of showing of specific films will be available at time of registration.

9:00-10:00 a.m. **Typewriting**

SPEAKER: S. J. Wanous, Chairman, Department of Business Education, University of California, "New Developments in the Teaching of Typewriting"
New ways of developing speed, control, and production skill; problems of teaching composition at the machine; problems of converting to electric typewriters

CHAIRMAN: Leonard L. Carpenter, Assistant Supervisor in Charge of Business Education, Public Schools, Portland, Oregon

9:00-10:00 a.m. **Shorthand**

SPEAKER: Dale J. Strong, Franklin High School, Seattle, "Viewing and Then Doing"

Constructing a secretarial practice project for advanced shorthand classes based on the teaching points presented in a film the students have just viewed

CHAIRMAN: Albert C. Fries, Chairman, Departments of Business Education and Office Administration, University of Southern California

9:00-10:00 a.m. **Bookkeeping**

SPEAKER: John A. Pendery, Sales Manager, Southwestern Publishing Company, "How to Use Visual Aids in Teaching Bookkeeping"

Types of visual aids, sources, and opportunities for their use to add interest, clarification, and variety to presentation in the bookkeeping course

CHAIRMAN: Edwin A. Swanson, Professor of Business, San Jose State College, San Jose, California.

9:00-10:00 a.m. **FBLA**

SPEAKERS: Eugene J. Kosy, Associate Professor of Business Education, Central Washington College of Education, Ellensburg, "Organization and Operation of an FBLA Chapter"

Dolores Barrell, National Secretary of the Future Business Leaders of America, Willamette High School, Eugene, Oregon

The why, the how, the when, and the wherefores of the Future Business Leaders of America; performance of the ceremony of installation of FBLA Chapter president

CHAIRMAN: Fay Smith, Chehalis High School, Chehalis, Washington

9:00-10:00 a.m. **Training the Handicapped**

SPEAKER: Gilbert Koller, Lincoln High School, Seattle, "Typewriting for the Handicapped"

Methods and equipment for use in training handicapped persons; demonstrations by students; job opportunities for handicapped persons; and sources of aid to the teacher who may need to give such training

CHAIRMAN: Howbert Bonnett, Sacramento (California) Junior College, President of California Business Education Association

10:00-10:45 a.m. **Coffee Break**

PLACE: Exhibition Hall (Gymnasiums, second floor)
The extensive display of machines and textbooks will be open from 8:30 until 11:50 on both Friday and Saturday mornings.

10:50-11:50 a.m. **Typewriting**

SPEAKER: Frances Brown, Assistant Professor, Business Education, University of Washington, "Production of Mailable Letters in Typing Classes"

Methods and drill procedures which produce mailable typewritten letters within acceptable time limits

Seattle, Washington, March 29-31, 1956

• Teaching the Handicapped • Film Festival • Entertainment

CHAIRMAN: Don B. Sayre, Head, Department of Secretarial Science, Multnomah College, Portland, Oregon

10:50-11:50 a.m. Shorthand

SPEAKER: Robert I. La Dow, Sales Manager, Gregg Publishing Division, McGraw-Hill Book Company, Inc., "It's Fun Teaching Shorthand"
Devices and techniques for vitalizing the teaching of shorthand

CHAIRMAN: Clisby T. Edlefsen, Chairman, Division of Business and Economics, Boise Junior College, Boise, Idaho

10:50-11:50 a.m. Bookkeeping

SPEAKER: Robert Briggs, Association Professor of Business Education, University of Washington, "Get Full Value from Bookkeeping"
Focusing attention upon what must be done in the bookkeeping course if the personal-use values and broad concepts of our business life are to materialize

CHAIRMAN: Ted Boswell, Yakima Senior High School, Yakima, Washington

10:50-11:50 a.m. General Business

SPEAKER: Ray G. Price, Professor of Education, University of Minnesota, "Trends, Issues, and Innovations in General Business"
Dr. Price will discuss the currently accepted good methods, point out the controversial ones, and disclose some new and original developments in the teaching of General Business.

CHAIRMAN: John G. Smale, Chairman, Division of Business, Chico State College, Chico, California

10:50-11:50 a.m. Business English

SPEAKER: Margaret S. Roberts, Head, Department of Business Education, Garfield High School, Seattle, "We Teach Business English at the Typewriter"
A demonstration of the teaching of business English at the typewriter with a regular class of high school students.

CHAIRMAN: Helen Lundstrom, Instructor, Secretarial Science Department, Utah State Agricultural College

10:50-11:50 a.m. Filing

SPEAKER: Theodore Yerian, Head, Departments of Business Education and Secretarial Science, Oregon State College, "Filing in the Business Curriculum"
The place of filing in the secondary school course: how much; alone, or with what course; who should learn; and useful teaching techniques

CHAIRMAN: Inez Moore, Head, Department of Business Education, Lincoln High School, Tacoma, Washington

FRIDAY AFTERNOON

12:00 Noon Group Luncheons

FOLLOWED BY: In-plant seminars at local business firms or land and water trips to view the scenic highlights of Seattle
Individuals will sign up for the specific luncheons and tours at the time they register at the convention.

FRIDAY EVENING

6:00 p.m. Banquet

PLACE: Ballroom, Student Union Building, University of Washington

PRESIDING: Jesse Black, Assistant Professor of Business Education, Brigham Young University, Provo, Utah

SPEAKER: J. A. Olmer, Director of Training, Boeing Airplane Company

TITLE: "The Office—The Curriculum—And The Future"

The world is undergoing a revolution in methods, which is, in many ways, more profound than the industrial revolution. This discussion will review the nature of that revolution and its projected impact on the business education curriculum and on the office.

SATURDAY, MARCH 31

7:30 a.m. Breakfast, Central Washington Business Education Association

PLACE: Edmond Meany Hotel

Spring business meeting and election of officers

SECTIONAL MEETINGS

PLACE: Roosevelt High School, 15th Avenue N.E. and East 66th Street

9:15-10:30 a.m. Typewriting

SPEAKER: Fred Winger, Professor of Business Education, Oregon State College, "New Methods in the Teaching of Typing"

A demonstration of drill techniques with all teachers in the audience who wish taking part at the typewriters.

CHAIRMAN: Ruth A. Paget, Supervisor of Business Education, Nevada State Board for Vocational Education

9:15-10:30 a.m. Shorthand

SPEAKER: Ann Brewington, Associate Professor of Business Administration, University of Nevada, "Shorthand Is a Luxury at the High School Level"
From her years of experience and research in business teaching combined with extensive work as advisor to business firms Miss Brewington has drawn the arguments to support this startling thesis.

CHAIRMAN: Anne Corcoran, Head, Department of Business Education, State College of Washington, Pullman, Washington

9:15-10:30 a.m. Bookkeeping

SPEAKER: Ralph E. Lindsay, Olympia High School, Olympia, Washington, "Bookkeeping at Olympia High School"

Meeting individual differences and enriching the work of the superior student in the bookkeeping class.

CHAIRMAN: Joseph P. Kushibab, Coordinator, Business Education, Phoenix High School System, Phoenix, Arizona

9:15-10:30 a.m. General Business

SPEAKER: S. Joseph De Brum, Professor of Business and Education, San Francisco State College, "Vitalizing and Visualizing General Business"

CONVENTION PROGRAM (Continued)

Dr. De Brum will use the overhead projector to present the importance of general business for all youth and to show how visual aids can be used to bring new life into its teaching.

CHAIRMAN: Ernestine Evans, Head, Department of Secretarial Science, Whitworth College, President, Eastern Washington Business Education Association

9:15-10:30 a.m. Office Practice

SPEAKER: Gudrun E. Duncan, Head, Department of Business Education, West Seattle High School, Seattle, "Office Practice in Seattle"

An opportunity to examine the equipment, instructional materials, standards for grading of a regular office practice room and to take part in a demonstration of the teaching and rotation patterns.

CHAIRMAN: Rose Voget, Chairman, Secretarial Studies, Northwest Nazarene College, Nampa, Idaho

9:15-10:30 a.m. Training the Handicapped

SPEAKER: Gilbert Koller, Lincoln High School, Seattle, "Typing for the Handicapped"

Methods and equipment for use in training handicapped persons; demonstrations by students; job opportunities for handicapped persons; and sources of aid to the teacher who may need to give such training

CHAIRMAN: Bruce Blackstone, Associate Professor of Business Education, University of Idaho, Moscow, Idaho

9:00-11:50 a.m. Business Film Festival

PLACE: Room 228

10:30-11:50 a.m. Coffee Break

PLACE: Exhibition Hall (Gymnasiums, second floor)

An opportunity to complete your visits to the displays of machines and textbooks and to talk informally with many of the outstanding business educators who will be attending this convention.

12:00 Noon Buffet Luncheon

PLACE: Roosevelt High School Cafeteria (first floor)

PRESIDING: Theodore Yerian, Head, Departments of Business Education and Secretarial Science, Oregon State College, and Vice-President of UBEA

Drawing for Prizes!

Adjournment!

SOMETHING TO CROW ABOUT

The Western Region has just broken the "membership barrier"! It is the first UBEA Region to reach its 1955-56 quota.

This is a fact we need to face: A quota is really a minimum challenge; it does not represent the maximum! The latter is the real goal. The hundreds of business teachers whom we have not convinced that they should be one of us, constitute a real challenge. Maybe now is the time to roll up our sleeves and really go to work! Remember that membership expirations are dangerous. It is one thing to reach a quota; it is another thing to maintain it!

Let's take a look at the facts: WBEA is at the 100 per cent mark. Three members of our western family—Hawaii, Utah, and Washington—have reached their goals. Utah stands at the 160 per cent mark. What a record of attainment! California, with 91 per cent of its quota, is the real "work horse" and has obtained one-half the members credited to the Western Region. The lesson that Hawaii teaches us here on the mainland is that "distance away from things" does not seem to be the deterrent to an active membership. Our hats are off to you fine people away out there in the Pacific. You are setting a pace which should spur all of us to greater efforts. Washington is our very pleasant surprise entry. This state has 40 more members than it has ever had before.

If you are reading this message and are not a member, here is a warm invitation to join us. We are "sold" on the idea; we want you to share our good fortune. If you do not know who your state membership chairman is, please see page 40 of the November, 1955, issue of BUSINESS EDUCATION FORUM, or write to me here at Oregon State College, Corvallis, Oregon, and I shall get you in touch with the proper person.—TED YERIAN, *National Membership Chairman*.

RESERVATIONS

To: Hotel Edmond Meany
(In the University District)
Seattle, Washington

Please reserve type of room indicated below:

Room with single bed \$5 _____, \$5.50 _____, \$6 _____

Room with double bed \$7.50 _____, \$8.50 _____

Room with twin beds \$9 _____, \$10 _____

All prices subject to 3 1/3% tax

All rooms include bath

Date of arrival, March _____, Time _____

Date of departure _____

Name _____

Address _____

City _____ State _____

Send this form to:

Mr. William Muirhead, WBEA Registration Committee
12745 30th Avenue, Northeast, Seattle 55, Washington

REGISTER NOW**WBEA Convention**

For \$10 you get . . .

1. Convention registration fee
2. Thursday's banquet, March 29
3. Friday's banquet, March 30
4. Saturday luncheon, March 31
5. Receptions and refreshments

Plus fellowship, inspirational addresses, new ideas

Make check payable to:
Western Business Education Association

Mail check to:

Mr. William Muirhead
WBEA Registration Chairman
12745 30th Avenue, Northeast
Seattle 55, Washington

Regulations – 1956 FBLA Convention

The fifth annual National Convention of the Future Business Leaders of America will be held in Washington, D. C., on June 10-12, 1956. Headquarters will be at the Statler Hotel.

General Regulations

The following general regulations will apply to the 1956 FBLA convention. They have the approval of the National Board of Trustees and of the sponsoring organization, the United Business Education Association (NEA).

1. The convention is open only to state delegates, chapter representatives, chapter members, sponsors, and chaperons. Applications for registration must be endorsed by the chapter's sponsor or principal of the school.

2. All students, sponsors, and chaperons must be registered in advance of the convention, if possible, and upon arrival report to the FBLA registration desk for credentials.

3. All persons attending the convention must register under Plan 1 or Plan 2 and be housed in the Convention hotel except those persons wishing to stay with relatives or friends in which case written application approved by the parents and the school authority must be presented with the advance registration form.

4. Each state chapter may send two voting delegates. Each local chapter in good standing with a membership under 50 is entitled to two official representatives. A membership between 50 and 100 entitles the chapter to three official representatives. Chapters with more than 100 members are entitled to four official representatives.

5. Any state chapter which wishes to send recommendations or resolutions for the consideration of the delegates and representatives should prepare two copies and mail them to the Executive Director for delivery prior to May 25. Local chapters in states which do not have state chapters may send their recommendations directly to the Executive Director.

6. Each state delegate and official representative of local chapters will be expected to attend and participate in the group meetings.

7. A chapter sponsor or adult approved by the school must accompany each group (not each individual). The sponsoring organization cannot be responsible for students attending the convention, but it will assume the responsibility of providing a wholesome program of activities.

8. No resolutions will be passed and no action will be taken which will obligate any delegate or school in any way. Resolutions and actions taken will be subject to approval of the Executive Board of the United Business Education Association (NEA) at its meeting next following the FBLA convention.

9. The following general regulations shall govern the nomination and election of the National FBLA officers. Each nominee must have filed with the Executive Director for delivery to the National Committee and Board of Trustees a

written statement setting forth his qualifications. He shall have attached to the statement the recommendations of his local chapter sponsor, Chairman of the State FBLA Committee, and his high school principal or college department head. The applicant's written statement and the recommendations must be routed via the local chapter sponsor and the Chairman of the State FBLA Committee, and delivered to the Washington office not later than May 1.

10. Each state chapter will be expected to give a progress report at the convention. These reports will be limited to five minutes.

Awards will be presented at the convention in each classification. In some events as many as eight awards will be made to the top eight competitors. The classifications are:

1. The local chapter which submits the best annual chapter activities report. The Hamden L. Forkner Trophy is awarded each year in this event.
2. The local chapter which reports the most unique or original project. This event is limited to one entry from each state.
3. The local chapter which "tops" all chapters in membership by Regions.
4. The local chapter in each Region which reports the greatest number of new chapters installed by its teams since September, 1955. All entries with state chapters must be routed via the state chapter adviser.
The state chapter in each Region which reports the greatest number of new chapters installed since September, 1955.
5. The local chapter which has the largest attendance at the convention.
6. The state chapter which reports the largest attendance at the convention.
7. The local chapter which presents the best exhibit at the convention.
8. The state chapter which presents the best exhibit at the convention.
9. The local secondary school chapter winning the "Mr. Future Business Leader of 1956" contest.
10. The local secondary school chapter winning the "Miss Future Business Leader of 1956" contest.
11. The local college or university chapter winning the "Mr. Future Business Executive of 1956" contest.
12. The local college or university chapter winning the "Miss Future Business Executive of 1956" contest.
13. The state chapter presenting the winner in the All-State Spelling Relay at the convention. This event is open to a team of one, two, or three secondary school persons from each state.
14. The state chapter presenting the winner in the All-State Vocabulary Relay at the convention. This event is open to a team of one, two, or three persons from each state, and is limited to college and university chapter members.
15. The state chapter presenting the winner in the All-State Public Speaking contest. This event is limited to secondary school entries.

Teaching Aids

(Continued from page 26)

The peg-board illustrated here was made by cutting a 4' x 4' piece in half and mounting on both sides of a 4' x 4' frame made of 1½" wood. It was then sanded and painted a light grey for contrast with the mounting materials. For portability it is suggested that a handle be placed on the top edge; and it may also be desirable to place a heavy cord or wire on the top edge so that it can be hung from the bulletin board or chalkboard molding. Many different types of mounting devices are available for use with this material. The peg-board material, clips, and other accessories can be obtained through your local hardware store or lumberyard. The total cost is less than \$10 (with the help of the shop instructor or students) and it may be done for even less.

Your ingenuity—to be repetitious—is the only limitation to the use of this material. Projects described and illustrated in this article were developed as part of a study conducted by the Stanford School Planning Laboratory on the educational uses of perforated panels.

Remember that the material is inexpensive and enables the teacher to construct a "traveling" display and demonstration board. It enables the teacher to enrich his teaching. It enables the students to try their ideas on a new medium. It livens up the classroom. Try it—then share your suggestions, illustrations, and ideas for additional applications of this material with other teachers.

Distributive Occupations

(Continued from page 28)

the assistance of such a group. The committee can recommend equipment, study materials, evaluate the program, estimate the supply and demand of business positions, aid in locating and selecting prospective adult teachers, help in the promotion of the program and in many buffer situations.

PLAN A LONG-RANGE PROGRAM. Sometimes adult business education programs are started and flourish only for a brief period of time. This may be because very little forethought is given to the program planning and thus it lacks dimension and continuity. There is a need for a long-range adult program in distributive education. However, no set pattern of courses can be followed by all communities. Each should plan a sequence of courses leading to a recognized certificate.

If a long-range program is to have the respect and dignity that it deserves, it must have high educational standards. It must challenge the enrollees. The program should be so organized that the enrollees can complete the course sequence within three years by attending classes one or two nights a week. A certificate of completion may be awarded each enrollee after he has satisfactorily completed a specific course. The master's certificate or diploma should be awarded at the completion of the sequence of courses.

A PUBLIC RELATIONS PROGRAM. It goes without saying that any new program is in need of vigorous and constant promotion. Even after the program has been "sold" to the community it is necessary to follow an organized program of public relations. The advisory committee can be of great assistance in helping to publicize the benefits of this type of education.

Office Standards

(Continued from page 30)

extreme pressure and, in between, times of a more "normal" work load. The office worker must adapt himself to the needs of this work flow. The student hoping to take his place in the office must be made to realize that *time is money and pressure is part of the job.*

WAGES AND WAGE EXPECTATIONS. While the great majority of the responding former workers were satisfied with the financial aspects of their stay with the firm, 7.5 per cent left because of "low pay" and another 12.5 per cent were dissatisfied with "financial considerations." This response suggests that the office practice teacher might try to do more to acquaint students with concrete facts about office wages and realistic wage expectations. Students should know current wages being paid for the various office jobs. They should be told what to expect in the way of beginning earnings and what their potential income will be. The students should be acquainted with current home town pay rates as well as those of the urban areas. The question of wage rates can be of serious concern to the new worker since unrealistic expectations cause much unnecessary misunderstanding on the job. The office practice class should attempt to offer sound, practical pre-employment orientation regarding the financial considerations concerning the clerical office worker.

JOB EXPERIENCE. A simple understanding of office concepts and office routine is not enough. The student should be given the opportunity to secure job experience in order to prepare himself for work in the office. Many firms located near large population centers have found cooperative office training an effective way of supplementing the school instruction with experience under actual operating conditions in the development of a truly seasoned and generally competent worker.

PRE-EMPLOYMENT COUNSELING AND ORIENTATION. Job applicants should be taught how to select and prepare for a particular job. If the students are taught to evaluate a job offer before accepting it, they might not later be forced to quit because of dissatisfaction.

Summary

Because high schools give some training to nearly all clerical workers, an attempt should be made to utilize the results of business research as findings become available. Such material will help to improve the caliber of business training by providing a more realistic basis for instruction.

FILING SIMPLIFIED *with accent on* TEACHABILITY *and* REALISM



with SMEAD'S TRAINING UNIT ➔

REVITALIZES filing instruction because it

1. Permits coverage of basic principles in as little as 5 lessons
2. Stresses functional application to typical everyday filing problems
3. Contains full-sized papers and correspondence as well as standard filing supplies
4. Provides experience in the operation of an actual filing system exactly like those found in thousands of offices
5. Fits all types of instructional plans, including self-instruction

ANSWERS the teacher's need for

1. A self-contained, fully equipped, portable unit with
2. A natural motivation and maximum adaptability
3. At the *amazingly low initial cost* of \$27.75
4. And with an *operating cost as little as 10c per pupil!*

THE SMEAD MANUFACTURING CO., INC. • Hastings, Minn.

Gentlemen: Send us . . . "Smead Classroom Instructional Units No. 25" including file drawer and contents at \$27.75 each. Send us . . . instructional units No. 025 without metal drawer at \$16.75 each. F.O.B. Hastings, Minn.

Send us a **FREE** copy of the Teaching Manual Filing Simplified
☐ check here.

Copyright 1955

Name _____

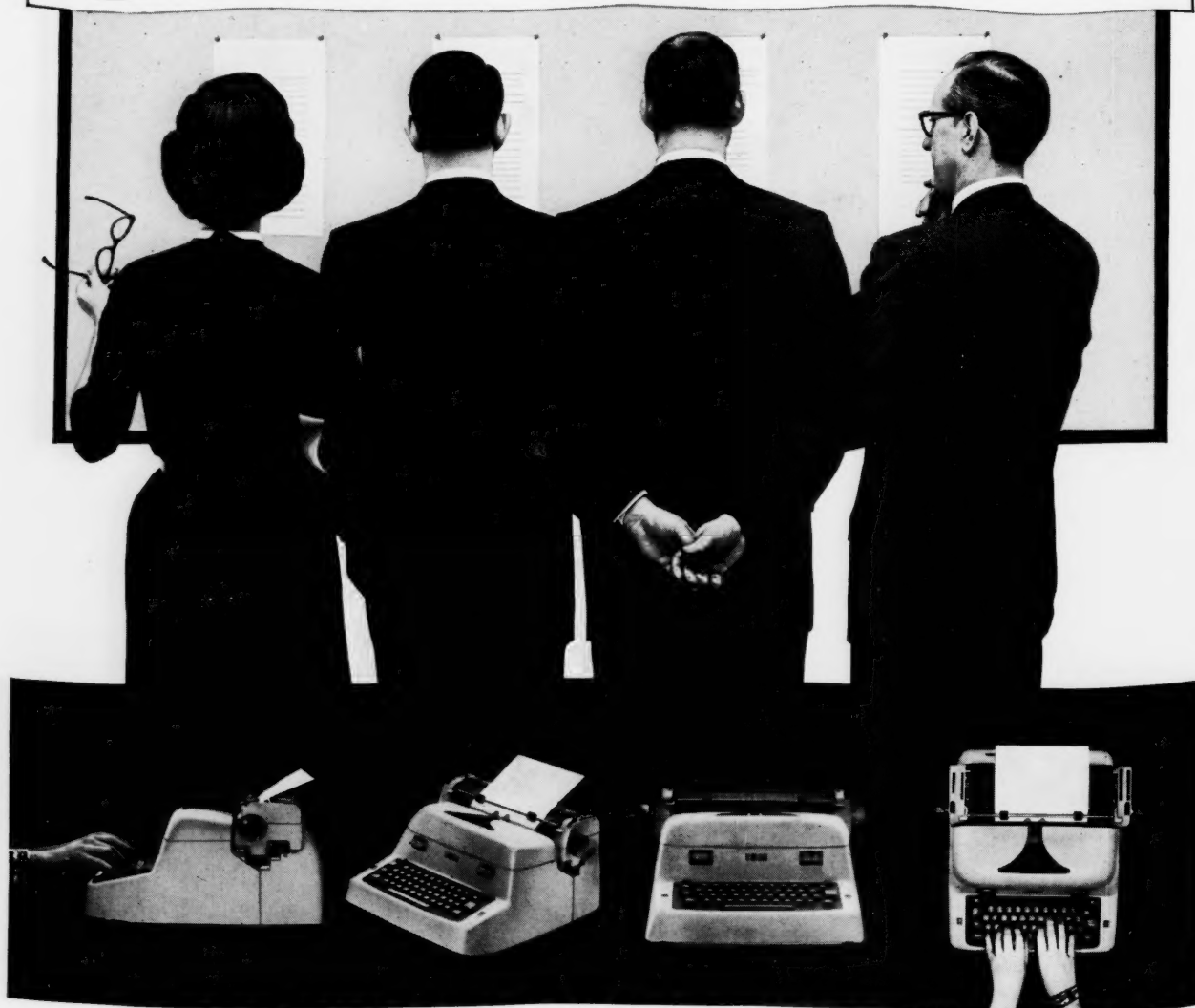
School _____

Address _____

City _____ Zone _____ State _____

From everybody's point of view

A *Switch* TO IBM ELECTRICS IS THE RIGHT MOVE TO MAKE!



To teachers:

The IBM Electric Typewriter will make your teaching job easier, pleasanter, more effective. With the IBM you can simplify—or even eliminate—complicated carriage and stroking drills and concentrate on overall typing techniques that turn your students into better typists *faster!*

To principals:

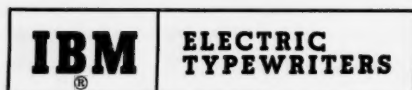
Naturally, you want the students of your school to become the most confident, competent typists possible. In tests conducted by many schools, it has been found that students who have been trained on IBM Electrics type faster and more accurately on *any* typewriter—even a manual.

To superintendents:

In dollars and cents, your IBM representative can show you why the IBM Electric is the best typewriter buy for today's school needs. Because schools can expect longer and better service from the IBM Electric, you'll be surprised at the low per-student cost of a switch to IBM Electric Typewriters.

To school boards:

You are already aware of the growing trend to electrics in modern business today. And the IBM is America's favorite electric typewriter *by far*. Your school will prepare students for the best future jobs by training them on the typewriter they will be most likely to use in the future—the IBM Electric!



... OUTSELL ALL OTHER ELECTRICS COMBINED!

International Business Machines Corporation, 590 Madison Avenue, New York 22, N. Y.

